DOCUMENT RESUME

ED 275 430 PS 016 132

AUTHOR	Correro, Gloria C.
TITLE	The Cooperative Demonstration Kindergarten: 1979-1985.
INSTITUTION	Mississippi State Univ., Mississippi State.; Starkville Municipal Separate School District, Miss.
PUB DATE	86
NOTE	776p.
PUB TYPE	Reports - Descriptive (141) -- Reports - Research/Technical (143)
EDRS PRICE	MF05/PC32 Plus Postage.
DESCRIPTORS	Academic Achievement; Adjustment (to Environment); *Curriculum Development; Demography; *Demonstration Programs; Educational Planning; Guides; *Instructional Materials; *Kindergarten; Language Skills; Parent Participation; Preschool Teachers; Primary Education; Private Schools; Program Descriptions; *Program Effectiveness; Public Schools; Self Concept
IDENTIFIERS	*Cooperative Demonstration Kindergarten MS; Santa Clara Inventory of Developmental Tasks

ABSTRACT

This report presents a review of the activities implemented from January 1979 to August 1985 within the Cooperative Demonstration Kindergarten (CDK), a project of the College of Education, Mississippi State University. Part I provides the original concept paper for the CDK. Part II reproduces the statement of agreement between the College of Education and the Starkville Municipal Separate School District. Part III presents an analysis of the research data collected during the various school years. Part IV provides full texts of studies generated from the kindergarten data base, including (1) "A Model for the Evaluation of the Stanford Early Achievement Test"; (2) "The Relationship between Intellectual Achievement and Language Skills and Birth Order, Sex, and Family Configuration of Children"; (3) "Comparison of Variables Contributing to Adjustment of Kindergarten Children"; (4) "Curriculum Development Strategies for Planning a Kindergarten Program"; (5) "Mississippi State Cooperative Demonstration Kindergarten Readiness Gains in 1983-84"; (6) "Kindergarten: What Happens"; (7) "Self-Concept Measures of Kindergarten Children"; and (8) "A Longitudinal Comparison of Achievement: Public School Kindergarten, Nonpublic School Kindergarten, No Kindergarten." Abstracts of three dissertations are included. Part V describes the curriculum of the CDK, Part VI describes the programs' parent involvement component, and Part VII reproduces the proposal for the second phase of the project, concerning continued involvement with the Starkville schools. (RH)

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THE COOPERATIVE DEMONSTRATION KINDERGARTEN 1979 - 1985

GLORIA C. CORRERO

mississippi state university

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THE COOPERATIVE DEMONSTRATION KINDERGARTEN - 1979-1985

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Mississippi State University Printing Department
Mississippi State, MS

Published by Mississippi State University
Printing Department
Mississippi State, MS 39762

Production Coordinator: Denise Parrish
Editors: Barbra Goodnite
Barbara Mayo

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PREFACE

The Cooperative Demonstration Kindergarten (CDK) was initiated by the College of Education at Mississippi State University and the Starkville Municipal Separate School District in January, 1979.

The CDK was housed at Overstreet Elementary School and was jointly funded by the Starkville Separate Municipal School District and the College of Education at Mississippi State University.

Admission was limited to children who were five years old on or before September 1 of the school year in which they wished to enroll. Children of all races, creeds, and economic statuses were enrolled in the program. The only restriction was that the racial balance reflect the population of the school system.

Teachers were assisted by undergraduate and graduate students from Mississippi State University who were involved in intern programs in teacher education; student teachers; and parents who were invited and encouraged to volunteer as teacher's aides, resource people, and field trip drivers. The program was also enriched by the contributions of the principal of Overstreet Elementary School, the librarian at Overstreet, the secretary at Overstreet, and Early Childhood Education consultants at Mississippi State University.

The Cooperative Kindergarten Program sought to meet the social, emotional, and intellectual needs of all of the children enrolled by providing various experiences.

The Kindergarten provided opportunities for imaginative play, experiences in creative arts, gross motor development, fine motor coordination, sequencing, comparing and classifying. Experiences were also available to develop laterality—learning left from right and directionality. Sensory experiences, which included: seeing, tasting, touching, feeling and manipulating to identify various shapes and objects, smelling, and listening, were also important. Auditory experiences were provided to help the children learn to identify and differentiate between common sounds and the direction from which they come.

Language experiences were both informal and directed with the emphasis on providing opportunities to enhance verbal communication skills. Children were encouraged to learn how to write their own names, and they learned to print other letters when they showed an interest in and readiness for the task.

All of these activities provided growth in the development of concepts. These helped the child develop the beginning skills which proved to be beneficial in later school activities such as reading, writing, and arithmetic.

The program was organized in weekly units. The subjects were selected to appeal to the children's interest and to provide opportunities to explore both familiar and new areas of interest. A few of the units covered were: "Our Bodies," "Animals," "Plants," "Rocks and Fossils," "Safety," and "Insects."

Units were introduced and discussed in group time. Children were free to learn more about the subject by utilizing the related materials which the teachers had selected for the various centers. The centers were flexible and were established based on the unit being taught. Frequently used centers were: the block center; the art center which included the easel, carpentry table, and art table; the listening center; manipulative toys center; housekeeping/dramatic play center; and the sand and water tables. The teachers worked with individuals and small groups during center time to help expand and clarify the experiences to which the child was introduced in group time and to help the children develop skills in areas in which they showed a weakness.

The daily schedule allowed time for both active and quiet activities. A time was set aside daily for the children to eat the snacks they had brought from home. When the weather permitted, the children enjoyed the playground equipment.

Field trips were used to enhance the children's experiences as frequently as possible. The children enjoyed trips to Mississippi State University which included the weather station, the Colliseum, the Athletic Fieldhouse, the Geology Museum, and south farm. Trips in the community included trips to the grocery store, the post office, and the fire station.

Evaluation of the children, teachers, and the program was continuous. An achievement test was given to the kindergarteners in August and in April to assess the progress they had made during the year. A Developmental Survey was also administered. Parent-teacher conferences were held after each testing date and at the parent's or teacher's request. Observation by the teachers was an important aspect of student evaluation. The teachers evaluated and provided for the needs of each child as they became apparent. Research was continually being conducted to permit program developers to improve the overall program. From time to time questionnaires and surveys were sent to the parents. Cooperation in completing and returning these papers was important in that it allowed the staff of the CDK to improve the quality of instruction which was provided for the young child.

The Cooperative Demonstration Kindergarten tried to provide the experiences and activities in a variety of ways so that each child had the opportunity to learn in the way best suited to him. Close cooperation between the home and the kindergarten was an essential part of the program since it allowed for the accomplishment of what we were trying to do--raise and educate happy, well-adjusted boys and girls.

The Cooperative Demonstration Kindergarten completed the sixth full year of operation in May, 1985. The program grew from a single-teacher unit serving 40 children in 1979 to a three-teacher unit serving 125 children. Consequently, over six and one-half years, this represented the service of free public school kindergarten to 600 five-year-olds. Consistently through these years, educational benefits have been realized in the academic achievement of the youngsters. Research in the program has helped to reaffirm the belief that the home environment prior to public schooling has a tremendous impact upon a child´s academic achievement. The unit approach to curriculum development and discovery learning was validated for use as teaching tools.

The Cooperative Demonstration Kindergarten Project has served the College of Education at Mississippi State University as a laboratory for pre-service and in-service teachers. Teacher´s aids, practice teachers, and graduate assistants were given opportunities for an in-depth study of the kindergarten. Many of these MSU students have been hired as kindergarten teachers in Mississippi, Arkansas, and Louisiana taking with them the philosophy of the kindergarten, the techniques employed in the kindergarten, and ideas for making sound judgements about supply and equipment purchases for their own kindergarten classrooms.

The Cooperative Demonstration Kindergarten served the Starkville Municipal Separate School District by providing pedagogically sound and enriching experiences for the 600 young children chosen to participate in the program. Because of the diversity of the backgrounds of the children, the kindergarten did not have the same effect on every child. The program attempted to make every school day a valuable day in the life of each five-year-old child who attended. It allowed each five-year-old to enter first grade with a positive attitude about school and a great deal of potential for continued success in his/her schooling.

This report presents a review of the activities within the Cooperative Kindergarten from January, 1979, to August, 1985. Part I includes the original concept paper for the CDK. Part II includes the

Statement of Agreement between the College of Education and the Starkville Municipal Separate School District. Part III presents an analysis of the research data collected during the various school years. Part IV contains evidence of other reseach generated from the kindergarten data base. Part V contains a description of the curriculum. Part VI describes the parent involvement component; and Part VII is the Proposal for Phase II, continued involvement with the Starkville Schools.

Part I

Concept Paper for the
Cooperative Demonstration Kindergarten

Early Childhood Education
College of Education
Mississippi State University
and
Starkville Municipal Separate School District Kindergarten

A Proposal for the Cooperation of the College of Education of Mississippi State University and the Starkville Municipal Separate School District to Provide Early Childhood Education to Selected Preschool Age Children of the School District.

As a cooperative effort between the College of Education at Mississippi State University and the Starkville Municipal Separate School DIstrict, a model kindergarten will be established. It will be called the Cooperative Demonstration Kindergarten.

Implementation:

1. The kindergarten will be located in Overstreet Elementary School housing a maximum of twenty children per unit. Each unit will operate two half-day (8:00-11:00 and 11:30-2:30) sessions and will be staffed with one teacher and aides from early childhood classes at MSU.

2. The desirable class size shall be not more than twenty children.

3. Continuity of enrollment is desirable and shall be observed except that the Starkville Municipal Separate School District may, upon recommendation of the principal, in accordance with legal and constitutional provisions have authority to dismiss a child when such action may be required in the best interest of the child or the instructional program.

4. Admission shall not be restricted by the race, creed, or color of the applicant.

5. Application for admission shall be in writing on a form provided by the Starkville Municipal Separate School District.

6. For the January session of the kindergarten, participants will be randomly selected from children who are registered by 5:00 p.m., October 13, 1978. The children chosen for participation in the program will reflect the make-up of the population of the Starkville Municipal Separate School District. This will be done through a stratified randomization process.

7. A child must be five on or before October 1 to be considered for admission to the January, 1979, session of the kindergarten program.

8. When parents refuse an offered admission, the application shall be removed from the file. Re-application for admission will be assigned priority according to the date of submission of the re-application.

9. Admission may be made by the principal when there are vacancies in any class group.

10. Decisions on all questions arising from the implementation of the admission policy shall be made by the Admission Committee, composed of the Superintendent of Starkville Municipal Separate School District or his designee, the Coordinator of Early Childhood Education, and the Associate Dean for Instruction in the College of Education. Additional members of the committee shall be a member of the kindergarten faculty and two parents of kindergarten students, each appointed by the Associate Dean for Instruction for a two-year term.

11. In the event that a parent has a complaint regarding the admission policy, an appeal may be requested. The Admission Appeal Committee shall be composed of the Head of the Department of Curriculum and Instruction, a parent designated by the Superintendent of the Starkville Municipal Separate School District, and the Principal of the Middle School.

12. It is proposed that the College of Education and the Starkville Municipal Separate School will jointly administer the program including the teacher-selection process designed to provide the best learning experience for the children.

13. The Kindergarten Program This program would be an integral part of the Starkville Municipal Separate Schools. The program would be implemented through a joint effort of officials in the Starkville Municipal Separate District and Mississippi State University. Immediate program implementation and administration will rest with the College of Education faculty with expertise in the area of early childhood education.

14. The Teacher Training Program Students in the undergraduate classes in early childhood education will be introduced to public school kindergarten in a variety of ways. Introductory classes will present theoretical bases and introduce the students to curriculum construction and physical plant of the model kindergarten. Video tapes made at the kindergarten will be important teaching aids supplying students information about desirable characteristics of teachers of young children. Students in the methods classes will be given instruction

by viewing tapes of children involved in the various curricular areas in addition to their usual college classroom activities.

Students in undergraduate classes will work as student teachers and/or student aides thereby gaining valuable experience and expertise under the guidance of a competent teacher in the field of early childhood education. Graduate students in early childhood courses will aid teachers in the kindergarten by implementing a full program of diagnosis. This information will be valuable as a curriculum construction aid.

15. The Desired Outcomes and Opportunities for the Kindergarten Child The purpose of the kindergarten is to provide a wholesome environment for young children. To meet the varied needs of young children, the kindergarten will provide many opportunities for imaginative play and experiences in the creative arts. In the kindergarten, a child will be helped to gain increasing power in concept development and facility in the use of language. Major program requirements should be (1) flexibility, (2) predictable schedule, (3) a variety of teacher-directed and self-directed activities, (4) outdoor play when weather permits, and (5) brief rest periods.

Specific benefits to the kindergarten child should be:

A. Social - The ultimate goal of social development is controlled from within resulting in self-discipline and skills in constructive cooperation. When presented with common everyday, meaningful social situations, such as might be experienced directly or indirectly, the child is able to relate in a meaningful way to others. This is indicated by his/her ability to: (a) accept himself/herself as a worthwhile human being, and (b) control his/her behavior, displaying self-discipline.

B. Developmental - Implications from child psychologists indicate that physical and cognitive development are interrelated and that progression in regard to time and sequence is unique to each child.

Piaget's design for intelligent behavior involves the ability to abstract from the sensory-motor experiences, to assimilate mental schemata, and to accommodate mental models in order to adapt to conditions. We believe that perceptual-motor processes may serve as a foundation for the later development of higher level abstract learning which relate to academic achievement.

The following is a list of the developmental aspects to be explored with the children:

Body Image Development. The development within the child of a sense of personal identity and worth; the extension of the child's awareness of his body parts, their relationship to one another, their possibilities for movement and their uses and limitations; and the development of a foundation for body-spatial relationships.

Gross Motor Assimilation. The achievement of a better sense of balance and direction; the development of large muscle control, a preparation for movement within his/her own world, the development of a solid motor base enabling organization of perceptual input leading to conceptualization.

Laterality Development. The development of an internal awareness of right and left sides and the ability to use each separately or both sides together as the task demands.

Directionality Development. The development of an internal awareness of direction projected into space; what the child sees has a definite position relative to his position.

Spatial Relations Development. The ability of the child to perceive the position of two or more objects in relation to himself/herself and in relation to each other.

Spatial Temporal Development. The ability of the child to perceive sequential relationships between two objects.

Visual Internalization. The development of sensory-motor internalization, the ability to recognize and discriminate visual stimuli; the ability to interpret visual stimuli by previous experience associations.

Auditory Internalizations. The development of the ability of the child to: perceive sounds in the foreground and background and meaningfully separate them, recognize like sounds in his/her environment or in classroom activities, auditorially differentiate between sounds, respond in a meaningful way to sounds, and/or spoken words.

Tactile-Kinesthetic Internalization. The ability of the child to identify, discriminate, and classify objects by touching, feeling, and manipulating.

Language Development. The development of the ability of the child to effectively use language as a tool with which to think and for the reception and expression of ideas and thoughts.

C. Health and Safety - The health and safety of children should be the first consideration of the school or any other organization responsible for the care of children. (1) The teacher will establish rules of personal conduct to be followed in an emergency situation. (2) The teacher will stay alert for danger signs, or anything out of the ordinary with children. (3) The teacher will endeavor to instruct the children in the area of health schedules and routines, good nutrition, dental health and care, and drugs as related to good health.

D. Parent Involvement - Education is a responsibility shared among the school, the teachers, and the parents. Each has a right to participate. The school assumes the responsibility for providing the best resources. Parents assume the responsibility of providing not only the first and basic learnings of the child, but also the setting for continued learning at all levels of child development. This program will strive to help parents develop a better understanding of: (1) levels of performance needed for academic success, (2) methods of assessment and (3) effective plans for helping a child overcome specific deficits. This program will also involve parents in decision making by asking them to serve on the advisory board. The program will invite parents to attend open house, tour facilities, and meet the staff. Parents will be asked to participate in parent-teacher conferences, serve as resource persons or teacher aides, and at various times help in making the kindergarten environment more inviting.

PROCEDURE FOR THE SELECTION AND ASSIGNMENT OF KINDERGARTENERS

1. All interested parents will complete an application prior to the announced deadline.
2. If there are fewer than 100 applicants, all will be accepted.
3. If there are more than 100 applications, applicants will be divided into four categories: minority male; white male; minority female; white female. Foreign students will be included in the appropriate category as listed above. Numbers will randomly be assigned to all applications. Using a random number table, four random number lists will be made, one for each group. Quotas of each category of students will be made using the following guidelines:
    a. the black/white ratio will come as close to 40/60 as possible.
    b. the male/female ratio will be 50/50, if possible, and it will not exceed 65/35.

    An entire category of students may be accepted if it is necessary to fulfill the guidelines.
4. All parents will be given a preference of the a.m. or p.m. session. All applicants desiring one session will be placed based on a random number table selection. The remaining applicants will be assigned to the other session.
5. Assignment to teachers will be random, keeping the ratios as close to the guidelines as possible. Parent requests to separate or keep students together will be respected as much as possible.

6. Any vacancies that occur after the initial student selection will be filled from a waiting list. Waiting lists will be based on a first-come, first-served basis with the option open to the administration to make selections based on ratio needs.
7. After class assignments have been made, parents may appeal the a.m./p.m. assignments at a parents' meeting. Any parent desiring to initiate a change may locate a parent of a like child and institute an in-group switch. The kindergarten will be informed immediately of any such arrangements.
8. Any parent who is unable to initiate an in-group change, and who still desires another section of the kindergarten, must relinquish their assignment to the section they wish to vacate. They will be placed on the top of the waiting list. They will be assigned to the section desired when an opening occurs. However, the administrative option (see number 6) will apply to these cases also.
9. Parents are requested to inform the kindergarten as soon as they know that their child will not be attending the following school year.
10. The kindergarten personnel will aid parents in establishing carpools by supplying them with the names, addresses, and phone numbers of other students who live in their area. The kindergarten will also inform parents as to transportation arrangements made with private kindergarten programs which aid parents in making child-care decisions.

CDK 1979-85

12 Part 2

STATEMENT OF AGREEMENT

COOPERATIVE DEMONSTRATION KINDERGARTEN PROJECT
STATEMENT OF AGREEMENT
BETWEEN
COLLEGE OF EDUCATION AT MISSISSIPPI STATE UNIVERSITY
and the
STARKVILLE MUNICIPAL SEPARATE SCHOOL DISTRICT
May 8, 1981

In accordance with prior discussions and agreements which are in part enumerated in memorandums dated October 26, 1977; January 31, 1978; February 20, 1978; September 7, 1978; October 3, 1978; and the undated concept paper entitled "Early Childhood Education," the College of Education at Mississippi State University and Starkville Municipal Separate School District will provide the funds, the teachers and aides, the physical arrangements, the supervisor and all others to provide three morning sessions and two afternoon sessions of kindergarten for approximately ____ students for the school year. The students will be selected in accordance with prior agreements between the College of Education at Mississippi State University and Starkville Municipal Separate School District. The classrooms for the Cooperative Demonstration Kindergarten Project will be located at Overstreet Elementary School, South Jackson Street, Starkville, Mississippi.

Mississippi State University will assume the responsibility of employing the professional personnel in the Cooperative Demonstration Kindergarten program.

Authorized personnel from the Starkville Municipal School District and the College of Education at Mississippi State University will jointly share the supervision of the personnel involved in the Cooperative Demonstration Kindergarten Program.

The person or persons representing the College of Education at Mississippi State University who will be directly responsible for the overall coordination of the Cooperative Demonstration Kindergarten Program will be designated by the Dean of the College of Education on the recommendation of the appropriate department head.

The person or persons representing the Starkville Municipal Separate School District who will be directly responsible for the immediate supervision of the Cooperative Demonstration Kindergarten Program will be designated by the Superintendent of Schools.

The financial arrangements for the 19_______ Cooperative Demonstration Kindergarten Project are as follows:

- Starkville Municipal Separate School District will provide $__________ to be paid to Mississippi State University.
- The College of Education at Mississippi State University will contribute $__________ which is budgeted in the Subsidies, Loans and Grants item of the 19______ budget.
- The program will be operated from the Mississippi State University account number ___________________.

____

Dean, College of Education

____

Superintendent, Starkville
Municipal Separate School District

Data Analysis

This portion of this document presents data analysis for each of the school years in which the Cooperative Demonstration Kindergarten was in operation. The data used to evaluate the achievement gains of the kindergarten children include: (1) pretest scores from the Stanford Early School Achievement Test (SESAT), Level I, which was administered to the children in September; (2) posttest scores from SESAT I (1979-1980) and SESAT II (1981-1985), which were administered to the children in April; (3) scores from the California Achievement Test, Level 10, which was administered by the school system in August prior to first grade placement; and (4) information obtained from parents during the school year using parent questionnaires.

Data Analysis
January 1979 - August 1979

Population Description

In the first half-year of operation the project served 40 children. The following will serve as a general description for the population served.

Sex: 18 Girls 22 Boys

Race: 25 Caucasian 15 Minority

Handicapped: One White Male

Test Data Analysis

These children have been administered three tests since beginning the program. In January, the Stanford Early Achievement Test (SESAT I) was administered as a pretest. In late April, SESAT I was again administered as a posttest. SESAT I yields four subtest scores (Environment, Letters/Sounds, Math, and Aural Comprehension) and a Total Score. In July, the California Achievement Test (CAT) was administered to those children who remained in the Starkville Schools and who entered first grade. The CAT yields a Total Prereading Score and a Mathematics Score. The questions served as the basis for this report.

Question 1

The first question concerned the gain in readiness. How much gain in readiness was demonstrated by the kindergarten group? Data derived from the pretest-posttest measures for the 40 children on the SESAT I are summarized in Table 1.

Parent Questionnaire Summary

The parent questionnaire utilized during parent conferences follows in Summary 1. Totals have been given to serve as a summary.

Summary 1

Population Summary for 1979

Home Situation

29	Both parents at home
9	One parent at home
0	Relative(s)
2	Other guardian

Total Family Income

2	4k or less
2	4k - 6k
3	6k - 8k
7	8k - 10k
12	10k - 15k
12	15k or more

Siblings at Home

27	Older
16	Younger

Educational Level of Parents

No High School:

Mother	4
Father	10

11th Grade:

Mother	4
Father	1

12th Grade:

Mother	4
Father	8

Technical Training:

Mother	14
Father	2

Two Years of College:

Mother	2
Father	3

Four Years of College (B.S.):

Mother	5
Father	5

Professional or Graduate Degree:

Mother	7
Father	11

Summary 2

Parent Questionnaire
Summary for 1979

1. Have you ever been to your child's school?
   Yes 38 No 2

2. If No, would you be willing to visit your child's school?
   Yes 2

3. Have you ever met your child's teacher?
   Yes 40 No 0

4. If Yes, has your child's teacher explained the program to you?
   Yes 40 No 0

5. Are the people at your child's school interested in (his/her) progress?
   Yes 40 No 0

6. Does your child enjoy going to school?
   Yes 40 No 0

7. Is your child's teacher concerned that (he/she) does well?
   Yes 40 No 0

8. Do you help your child with (his/her) school work?
   Yes 40 No 0

9. What activity does your child like best?

1. Unit Work	9	6. Coloring/Writing	3
2. Art	7	7. Blocks	2
3. Field Trips	7	8. Numbers	1
4. P.E.	4	9. Reading	1
5. Music	3		

10. What activity does your child like the least?

1. Art	3
2. Writing	2
3. Taking the test	1

11. Do you believe that your child will have success in school?

Much success in school	
Some success in school	9
Not much success in school	1

12. Do you think that your child is:

Smarter than average	13
About average	22
Not as smart as average	

Insert Table 1 about here

Results--Table 1

An examination of the t ratios derived when a t test was computed to determine whether statistically significant gain occurred showed that significant gains were realized in all four areas of readiness as well as the total score on the SESAT I. All were significant at the .001 level.

An "effect size" was also computed to give a standardized measure of the relative gains within readiness areas. An effect size of .3 is acceptable, and an effect size of .6 is considered by most program evaluators as being educationally significant.

Conclusions

As can be seen on Table 1, an effect size of .6 or larger is shown in every area excluding Letters/Sounds which shows .58. The most relative gain is the subtest areas was achieved in Environment. The effect sizes must be considered highly important since these gains took place in four months (January - April) rather than nine months, the normal length of a school year.

Question 2

The second question which served as a basis for analysis in this report concerned the value of selected variables for predicting math and reading scores on the CAT test given to the children in July. The fifteen variables considered as possible predictors were total posttest

Table 1

Gains In Readiness

	Pretest		Posttest		Effect	t
Criteria	X	SD	X	SD	Size	Value
Environment	27.5	7.2	33.3	5.6	.92**	5.54*
Math	15.9	5.9	19.5	5.5	.90**	5.40*
Letters/Sounds	15.8	6.9	18.2	6.8	.58	3.50*
Aural Comprehension	17.3	4.4	20.3	4.5	.67**	4.02*
Total	76.7	20.7	91.3	19.6	1.38**	8.26*

**Effect Size is Mean difference/standard deviation

It is a measure of relative gain (Standardized). > .6

*Significant at .001

df = 35

score on SESAT; the four subtest scores from the posttest SESAT I - Letters/Sounds, Aural Comprehension, Math, & Environment; race; mother's education; father's education; absenteeism; handicapped; younger siblings; older siblings; sex; home situation; and family income. The statistical technique to analyze these relationships was a multiple regression program. Table 2 shows the relationships of the selected variables to Reading on the CAT. Table 3 shows the relationships of the selected variables to Math on the CAT.

Insert Table 2 about here

Results--Table 2

Three variables made statistically significant contributions to the regression equation. The total score on the posttest SESAT I had a correlation of .747 and an R2 of .558. Race increased the multiple R to .794 and the R2 to .630 (Caucasians had higher scores than minorities.) The addition of the other 11 variables to the equation increased the multiple R to .932 and the R2 to .868.

Conclusions

(1) The most significant predictors of reading scores on the CAT for the subjects of this report were total scores on the posttest SESAT I and race. Those factors accounted for .63 of the variance in reading scores on the CAT. (2) Adding the other 11 variables to the equation increased the prediction value of the equation from .63 to .87, an increase of .24.

Insert Table 3 about here

Results--Table 3

One variable made statistically significant contributions to the regression equation. The posttest score on SESAT I had a correlation of .70233 and an R2 of .49326. The addition of the other variables to the equation increased the multiple R to .83204 and the R2 to .69228 by using the variables which did not individually make statistically significant contributions to the equation.

Conclusions

(1) The most significant predictor of the math score on the CAT was the posttest total score from the SESAT I. That factor accounted for .493 of the variance in the math score. (2) Adding the other 12 variables to the equation increased the prediction value of the equation from .493 to .692, an increase of .199.

Question 3

The third question which served as a basis for analysis in this report concerned selected variables and the measurement of the amount of association between the variables with subtest scores on the CAT. The statistical technique to analyze these associations was the Pearson correlation coefficient.

Insert Table 4 about here

Results--Table 4 & Conclusions

Seven of the variables were statistically significant. Being handicapped was negatively correlated with the reading score, and family income was correlated significantly with the reading score. These variables were significant at the .05 level of confidence. Mother's education; subtest scores from SESAT I; Environment, Letters/Sounds; Aural Comprehension; and total scores from SESAT I were significantly correlated at the .01 level of confidence.

Four of the selected variables were significantly correlated with the math score at the .01 level of confidence. They were subtest scores from SESAT I: Environment, Letters/Sounds, Aural Comprehension, and total score.

Table 2

Regression Statistics Showing Relationships of Selected Variables to the Reading Score on the California Achievement Test

Variable Entered	Multiple R	R2	Increase in R2	*F* Value to Enter
Total Score Posttest SESAT I	.74701	.55803	.55803	35.353**
Race	.79396	.63037	.07234	5.284*
Letters/Sounds Posttest SESAT I	.82082	.67374	.04337	3.456
Mother´s Education	.84383	.71205	.03831	3.326
Absenteeism	.86465	.74762	.03557	3.382
Younger Siblings	.88351	.78058	.03296	3.455
Handicapped	.90538	.81972	.03914	4.776*
Sex	.91731	.84146	.02174	2.879
Home Situation	.92098	.84820	.00674	.888
Father´s Education	.92464	.85496	.00676	.886
Income	.92751	.86028	.00531	.685
Environment	.93120	.86713	.00686	.088
Aural Comprehension Posttest SESAT I	.93143	.86757	.00043	.027
Older Siblings	.93157	.86782	.00025	—

*Significant at the .05 level

**Significant at the .01 level

Table 3

Regression Statistics Showing Relationships of Selected Variables to the Math Subtest Score on the California Achievement Test

Variable Entered	Multiple R	R2	Increase in R2	F Value to Enter
Total Posttest Score SESAT I	.70233	.49326	.49326	27.255**
Race	.73451	.53951	.04625	2.712
Younger Siblings	.76481	.58494	.04543	2.846
Environment	.78327	.61351	.02857	1.842
Older Siblings	.79268	.62835	.01484	.959
Absenteeism	.79976	.63962	.01127	.719
Aural Comprehension SESAT I	.80773	.65242	.01280	.810
Letters/Sounds SESAT I	.82794	.68549	.03306	2.208
Father's Education	.83036	.68950	.00402	.259
Sex	.83154	.69146	.00196	.121
Mother's Education	.83178	.69185	.00039	.023
Income	.83190	.69205	.00020	.011
Handicapped	.83204	.69228	.00023	.012

*Significant at the .05 level

**Significant at the .01 level

Table 4

Correlations of CAT Reading and Math Subtest Scores with Selected Variables

Predictors	Reading Score r	Math Score r
Sex	-.08606	-.02502
Race	-.10727	-.06387
Absenteeism	-.08079	.01977
Handicapped	-.39286*	-.14404
Home Situation	.18975	.14934
Income	.36577*	.29489
Older Siblings	-.17301	.07110
Younger Siblings	-.11334	-.28839
Mother's Education	.55224**	.28502
Father's Education	.15186	.16513
Environment	.58779**	.50615**
Letters/Sounds - SESAT I Posttest	.74161**	.60127**
Aural Comprehension - SESAT I Posttest	.47741**	.57184**
Total Posttest SESAT I	.74701**	.70233**

*Significant at the .05 level

**Significant at the .01 level

Data Analysis
August 1979 - August 1980

Population Description

Eighty children were selected to participate in the 1979-80 program. The selection was made by a stratified randomization process from applications received.

The population for this program included:

Sex: 32 Girls 48 Boys

Race: 59 Caucasian 21 Minority

The summary of the parent questionnaire is given in Summary 3.

Test Data Analysis

Question I

How much gain in readiness was demonstrated by the kindergarten group? Data derived from the pretest-posttest measures for the 80 children on SESAT I are summarized in Table 5.

Insert Table 5 about here

Results--Table 5

An examination of the *t* ratios derived when a *t* test was computed to determine whether statistically significant gain occurred showed that significant gains were realized in all four areas of readiness as well as the total score on the SESAT I. All were significant at the .01 level.

Summary 3

Parent Questionnaire
Summary Sheet for 1979-80

Home Situation

64	Both parents at home
11	One parent at home
0	Relative(s)
1	Other guardian

Total Family Income

3	6k or less
9	6k-10k
30	10k-15k
24	15k or more

Siblings at Home

49	Older
27	Male
22	Female
39	Younger
22	Male
17	Female

Educational Level of Parents

8th Grade:

Mother	4
Father	3

11th Grade:

Mother	8
Father	3

12th Grade:

Mother	22
Father	11

Technical Training:

Mother	7
Father	4

Some College:

Mother	7
Father	4

Two Years of College:

Mother	5
Father	3

B.S. or B.A.:

Mother	13
Father	10

Advanced Degree:

Mother	5
Father	27

Summary 4

Parents Questionnaire
Summary for 1979-80

1. How did you feel about school when you were a child?

Positive	53	75.5%	Neutral	13	18.6%
Negative	4	5.7%			

2. Do you like to visit your child's school?

Yes	60	86%	No	10	14%

3. Are you familiar with your child's work activities?

Yes, with explanation of how parents came to know about the activities	41	59.4%
Yes, with no explanation	19	27.5%
No	9	13%

4. Do you feel that your child's teacher cares about his/her feelings, work process, social life?

Yes, with explanation	48	69.6%
Yes, with no explanation	19	27.5%
No	2	2.8%

5. How do you help with your child's school work?

Several examples given	51	51%
Only one example given	12	17.6%
No examples or negative answer	5	7.4%

6. Does your child like to go to school?

Yes, with documentation	59	84.3%
Yes, no elaboration	10	14.3%
No	1	2.9%

7. What activity does your child like best?

Examples and documentation	58	82.9%
Only one example given	10	14.3%
No examples or negative answer	2	1.4%

8. What activity does your child like best?

Child doesn't dislike any activity	43	64.2%
An example given	15	22.4%
Several examples given	9	13.4%

9. Do you believe your child will have success in school?

Much Success	62	88.6%
Some Success	6	8.6%
Not Much Success	2	2.9%

(summary continues)

10. Do you think your child is:

Smarter Than Average	33	47.1%
About Average	34	48.6%
Not As Smart As Average	3	4.3%

An "effect size" was also computed to give a standardized measure of the relative gains within subtest and total test areas. An effect size of .3 is acceptable, and an effect size of .6 is considered by most program evaluators as being educationally significant. All effect sizes were larger than .6.

Discussion

The most relative gain in the subtest areas was achieved in Math followed by Environment. These achievement gains are consistent with the philosophy and goals of the kindergarten. Units of study are planned to provide students with basic background experiences which may be referred to as an environmental awareness approach. The impact of this approach is evidenced in the achievement gains in the subtest area Environment. The environmental awareness approach encourages learning by doing, inquiry, and problem solving. These techniques utilized in the kindergarten reflect the gain in the Math subtest area.

Question 2

The second question which served as a basis for analysis in this report concerned the value of selected variables for predicting reading and math scores on the CAT given to the children in July/August 1979. Variables considered as possible predictors were:

(1) total posttest score on SESAT I

(2) subtest scores from the posttest SESAT I which were Environment, Letters/Sounds, Math, and Aural Comprehension

(3) sex

(4) race

Table 5

Gains In Readiness

Criteria	Pretest X	Pretest SD	Posttest X	Posttest SD	T Value	Effect Size
Environment	28.957	6.330	35.629	4.521	12.39*	1.48
Math	15.343	5.897	22.343	4.266	13.85*	1.66
Letters/Sounds	15.329	6.848	21.629	5.051	10.80*	1.29
Aural Comprehension	16.629	4.531	22.029	4.229	10.03*	1.20
Total	76.129	20.490	100.343	18.856	13.14*	1.57

df = 69

*Significant at .01

(5) home situation

(6) family income

(7) older siblings

(8) younger siblings

(9) educational level of mothers

(10) educational level of fathers

(11) ten questions on the parent questionnaire

The statistical technique used to analyze these relationships was a multiple regression program. Table 6 shows the relationships of the selected variables to the math subtest score on the CAT.

Insert Table 6 about here

Results—Table 6

Five of the 14 variables made statistically significant contributions to the regression equation. The subtest variable Letters/ Sounds had a correlation of .712 and an R2 of .507. The variable Sex increased the multiple R to .724 and the R2 to .524. The addition of the variable Sex increased the multiple R to .736 and the R2 to .541. The subtest Aural Comprehension on the SESAT I posttest increased the multiple R to .744 and the R2 to .554, and the addition of the subtest Math increased the multiple R to .769 and the R2 to .591. The addition of the other variables to the equation increased the multiple R to .813 and the R2 to .66.

Discussion

The most significant predictors of reading subtest scores on the CAT for the subjects of this report were subtest scores on Letters/ Sounds, Aural Comprehension, and Math on the SESAT I posttest and the variables Sex and Race. Those factors accounted for .59 of the variance on the reading subtest of the CAT.

Adding the other variables to the equation increased the prediction value of the equation from .59 to .66, an increase of .07.

Insert Table 7 about here

Results--Table 7

Four of the fourteen variables made statistically significant contributions to the regression equation. The subtest Math on SESAT I had a correlation of .71833 and an R2 of .516. The variables of Aural Comprehension and Letters/Sounds increased the multiple R to .762 and the R2 to .581. The variable Sex increased the multiple R to .774 and the R2 to .599. The addition of the remaining variables increased the multiple R to .818 and the R2 to .669.

Discussion

The most significant predictors of math subtest scores on the CAT for the subjects of this report were subtest scores Math, Aural Comprehension, and Letters/Sounds and the variable Sex.

The most significant predictor on the Math subtest of the CAT was the Math subtest score from the SESAT I posttest. This factor accounted for .52 of the variance in the match score; and by adding the variables, Aural Comprehension subtest, Letters/Sounds subtest, and Sex, the prediction value of the equation was increased from .52 to .60, an increase of .08. Adding the other variables to the equation increased the prediction value of the equation to .69.

Table 6

Regression Statistics Showing Relationships of Selected Variables to the Reading Score on the California Achievement Test

Variable	Multiple R	R Square	RSQ Change	F Value To Enter
LS2	.71217	.50718	.50718	80.27
Sex	.72402	.52421	.01703	2.76
Race	.73576	.54134	.01713	2.88
AC2	.74408	.55365	.01231	2.07
Math2	.76910	.59152	.03787	6.86
Other Variables Combined	.81346	.66172	.00010	—

** Significant at the .01 level

Table 7

Regression Statistics Showing Relationships of Selected Variables to the Math Score on the California Achievement Test

Variable	Multiple R	R Square	RSQ Change	*F* Value To Enter
MATH2	.71833	.51600	.51600	83.15
AC2	.73781	.54436	.02836	4.79
LS2	.76234	.58117	.03680	6.68
SEX	.77372	.59865	.01748	3.27
All other variables combined	.81776	.66873	.00053	—

*Significant at the .05 level

**Significant at the .01 level

Data Analysis
August 1980 - August 1981

Eighty students were selected to participate in the 1980-1981 kindergarten. Seventy-seven kindergarteners were included in the analysis of the data for the 1980-1981 school year. This included:

Sex: 39 Boys 38 Girls

Race: 58 Caucasian 22 Minority

A population summary for 1979-80 and 1980-81 is presented in Summary 5. The parents' responses to the parent questionnaire are given in Summary 6.

Test Data Analysis

Question I

How much gain in readiness was demonstrated by the kindergarten group? Data derived from the pretest and posttest measures for the 77 children on SESAT I are summarized in Table 8.

Insert Table 8 about here

Results

An examination of the t ratios when a t test was computed to determine whether significant gain occurred showed that significant gains were realized in all four areas of readiness as indicated by the four subtests (Environment, Math, Letters/Sounds, Aural Comprehension) as well as the total score on the SESAT I. All were significant at the .01 level.

Summary 5

Population Summary for 1980-81

Home Situation

65	Both parents at home
11	One parent at home
1	Relative(s)
1	Other guardian

Total Family Income

16	9k or less
13	10k - 15k
16	15k - 20k
27	21k or more

Siblings at Home

51	Older
20	Male
31	Female
32	Younger
12	Male
20	Female

Educational Level of Parents

9th Grade:

Mother	2
Father	3

11th Grade:

Mother	5
Father	4

12th Grade:

Mother	26
Father	13

Technical Training:

Mother	4
Father	1

Some College:

Mother	9
Father	9

Two Years of College:

Mother	6
Father	7

B.S. or B.A.:

Mother	15
Father	16

Advanced Degree:

Mother	10
Father	22

Summary 6

Parents Questionnaire
Summary for 1980-81

1. How did you feel about school when you were a child?

Positive	62	85%
Negative	11	15%

2. Do you like to visit your child´s school?

Yes	72	99%
No	1	1%

3. Are you familiar with your child´s work activities?

Yes	70	97%
No	2	3%

4. Do you feel that your child´s teacher cares about his/her feelings, work process, social life?

Yes	73	100%
No	0	0%

5. Do you help with your child´s school work? How?

Yes	66	96%
No	3	4%

6. Do your child like to go to school?

Yes	72	99%
No	1	1%

7. What activity does your child like best?

1.	Coloring/Writing	3	4.8%	5.	Field Trip	10	15.9%
2.	Sand/Blocks	6	9.5%	6.	Art	22	34.9%
3.	Unit	4	6.3%	7.	Numbers	5	7.9%
4.	Reading	6	9.5%	8.	Other	7	11.1%
Missing Observations		17					

8. What activity does your child like least?

1.	None	45	63.4%	5.	Writing Stories	7	9.9%
2.	Test	3	4.2%	6.	Art	4	5.6%
3.	Manipulating Toys	1	1.4%	7.	Field Trips	1	1.4%
4.	Numbers	2	2.8%	8.	Other	8	11.3%
Missing Observations		9					

9. Do you believe your child will have success in school?

Much Success	65	92%
Some Success	6	8%
Not Much Success	0	0%

(summary continues)

10. Do you think your child is:

Smarter Than Average	34	47%
About Average	36	50%
Not As Smart As Average	2	3%

Table 8

Gains in Readiness 1980-81

	Pretest		Posttest		T	Effect
Criteria	X	SD	X	SD	Value	Size
Environment	29.662	7.290	35.597	5.526	7.99*	.91**
Math	16.987	6.165	22.7013	4.810	14.48*	1.65**
Letters/Sounds	16.169	7.059	22.558	5.195	12.37*	1.41**
Aural Comprehension	17.013	5.033	22.507	4.388	14.59*	1.66**
Total	79.234	23.004	103.364	17.193	19.46*	2.22**

df = 76

*Significant at .01

**Effect Size > .6

Discussion

The most relative gain in the subtest areas was achieved in Aural Comprehension followed by Math, Letters/Sounds, and Environment. These relative positions may reflect the curriculum revision based on the results of the 1979-1980 group. Whereas, the least gain was evident in Aural Comprehension in the 1979-1980 group, the most gain was realized on this subtest by the 1980-1981 group. Consistent with the philosophy and goals of the program, the program utilizes an environmental awareness approach. The units of study provide children with basic background experiences; and the planned activities encourage learning by doing, inquiry, and problem solving. These basic skills carry over into all of the academic areas in the program as indicated by the significant results in all subtests. The relative gain in Aural Comprehension may reflect the increased attention given to language experience stories and questions directed at developing the critical thinking abilities of the children. More emphasis was placed on these activities during the 1980-1981 school year based on the need indicated by the 1979-80 SESAT results.

Question 2

What are the best predictors of readiness gains as indicated by the posttest scores on SESAT II? The best predictors of readiness gains were identified using a multiple regression forcing out the variable pretest (SESAT I). Other variables considered as possible predictors were:

(1) subtest scores from the pretest SESAT I (Environment, Math, Letters/Sounds, and Aural Comprehension)

(2) sex

(3) race

(4) home situation

(5) family income

(6) older siblings

(7) younger siblings

(8) educational level of mothers

(9) educational level of fathers

(10) ten questions on the parent questionnaire

Table 9 shows the relationship of the selected variables to the posttest on SESAT II.

Insert Table 9 about here

Results--Table 9

The pretest score was forced into the regression equation first and accounted for 48 percent of the variance. Other statistically significant predictors were Home Situation, Question 9 on the Parent Questionnaire (Do you believe your child will have success in school?) and Question 10 on the Parent Questionnaire (Do you think your child is smarter than average, average, not as smart as average?) These variables had a correlation of .816 and an R2 of .666 with the posttest scores. When the other variables were added the predictive value of the equation was increased to .692.

Table 9

Regression Statistics Showing Relationships of Selected Variables to the Posttest Score on SESAT II

Variable	Multiple R	R Square	RSQ Change	*F* Value To Enter
Pretest	.69398	.48161	.48161	72.466*
Home	.73094	.53427	.05266	8.706*
Income	.76246	.58135	.04708	8.546*
Question 9	.78860	.62190	.04055	8.043*
Question 10	.81611	.66604	.04415	9.782*
Other variables combined	.83239	.69287	.00006	—

*Significant at the .01 level

Question 3

What is the value of the selected variables for predicting reading, math, and total scores on the CAT given to the children in August 1980? After forcing out the pretest variables, the variables considered as possible predictors were:

(1) total posttest score on SESAT I

(2) subtest scores from the posttest SESAT I (Environment, Math, Letters/Sounds, and Aural Comprehension)

(3) sex

(4) race

(5) home situation

(6) family income

(7) older siblings

(8) younger siblings

(9) educational level of mothers

(10) educational level of fathers

(11) ten questions on the parent questionnaire

(12) session

The statistical technique used to analyze these relationships was a multiple regression program. Table 10 shows the relationship of the selected variables to the reading subtest score on the CAT. Table 12 shows the relationship of the selected variables to the Total CAT score.

Insert Table 10 about here

Table 10

Regression Statistics Showing Relationships of Selected Variables to the Reading Score on the California Achievement Test

Variable	Multiple R	R Square	RSQ Change	*F* Value To Enter
Pretest	.45432	.20641	.20641	20.287**
Letters/Sounds (Posttest)	.51953	.26991	.06351	6.698**
Younger Siblings	.53977	.29135	.02144	2.300
Sex	.56689	.32136	.03001	3.316*
Question 5	.57908	.33533	.01397	1.555
Question 8	.59575	.35491	.01959	2.216*
Other variables combined	.67934	.46151	.00143	--

*Significant at the .05 level

**Significant at the .01 level

Results—Table 10

After forcing out the pretest variable the posttest score for Letters/Sounds (SESAT I), sex and Question 8 on the parent questionnaire (What activity does your child like least?) made statistically significant contributions to the regression equation. When combined with all of the other variables, there was a correlation of .679 and R2 of .462.

The posttest score for Letters and Sounds was significant at the .01 level. The variables of Sex and Question 8 were significant at the .05 level. The Sex variable indicates that both sexes do equally well on the Reading Subtest on the CAT. Question 8 revealed that most of the students did not dislike any activity in kindergarten. This indicates that these children have a positive attitude prior to the administration of the CAT.

Insert Table 11 about here

Results—Table 11

After the variable Pretest score (SESAT I) was forced out, the most significant predictors of the math subtest scores on the CAT for the 1980-81 subjects were the presence of younger children in the home, the math posttest score (SESAT I), Question 5 on the Parent Questionnaire (Do you help with your child's school work?), and Question 8 on the Parent Quesitonnaire (What activity does your child like least?) The variables of younger children, Math posttest score (SESAT I), and

Table 11

Regression Statistics Showing Relationships of Selected Variables to the Math Score on the California Achievement Test

Variable	Multiple R	R Square	RSQ Change	F Value To Enter
Pretest	.42409	.17985	.17985	17.105**
Younger Children	.48982	.23992	.06007	6.085**
Math (Posttest)	.54480	.29680	.05688	6.148**
Question 8	.56959	.32443	.02763	3.067*
Question 5	.59868	.35842	.03399	3.920**
Other variables	.68538	.46972	.00010	—

*Significant at the .05 level

**Significant at the .01 level

Question 5 were significant at the .01 level. The variable Question 8 was significant at the .05 level. These variables, when combined with the variable Pretest score (SESAT I) had a correlation of .599 with the Math score on the CAT an R2 of .358. When the other variables were added the prediction value of the equation was increased to .469.

Insert Table 12 about here

Results—Table 12

The variable of Pretest score (SESAT I) was again forced out. Four other variables made statistically significant contributions to the regression equation. The variables, Letters/Sounds posttest score (SESAT I) and Question 6 on the Parent Questionnaire (Does your child like to go to school?), were statistically significant at the .01 level. The variables of the presence of younger siblings in the home, sex, and Question 8 on the Parent Questionnaire (What activity does your child like least?) were statistically significant at the .05 level.

The Pretest score (SESAT I), Letters/Sounds posttest score (SESAT I), younger children and sex had a multiple R of .564 and an R2 of .318. When all other variables were added, the multiple R was increased to .666 and the R2 was increased to .462.

Table 12

Regression Statistics Showing Relationships of Selected Variables to the Total Score on the California Achievement Test

Variable	Multiple R	R Square	RSQ Change	F Value To Enter
Pretest	.45173	.20406	.20406	19.998*
Letters/Sounds (Posttest)	.51240	.26255	.05849	6.107**
Younger Children	.53867	.29017	.02762	2.957*
Sex	.56444	.31859	.02842	3.128*
Question 5	.57643	.33228	.01369	1.517
Question 8	.59491	.35392	.02164	2.445*
Math (Posttest)	.60551	.36665	.01273	1.447
Question 9	.61134	.37374	.00709	.804
Question 3	.62106	.38571	.01198	1.365
Question 1	.63209	.39954	.01383	1.589
Question 4	.64037	.41007	.01053	1.214
Question 6	.66018	.43584	.02577	3.061**
Other variables combined	.67992	.46229	.00155	—

*Significant at the .05 level

**Significant at the .01 level

Follow-up for the 1979-80 Cooperative Demonstration Kindergarten

To further the descriptive study of the Cooperative Kindergarten, test data have been analyzed to determine relative gains made by former kindergarten children who are now in the second grade.

Gains in readiness were demonstrated by the 1979-80 kindergarten group and were reported in the 1979-80 Annual Report. Data derived from the pretest and posttest SESAT measures showed that significant gains were realized in all four areas of readiness as well as in the total scores.

Test Data Analysis

Question

How much gain in achievement was demonstrated by the 1979-80 kindergarten group? Data derived from the pretest (subtest scores on the California Achievement Test, CAT/C level 10, administered in August prior to first grade placement) and posttest measures (subtest scores on the California Achievement Test, CAT/C level 11, administered in April - May at the end of the first grade) are summarized in Table 13.

Insert Table 13 about here

Results

An examination of the *t* ratios when a *t* test was computed to determine whether significant gain occurred showed that significant gains were realized in reading and math at the .01 level.

Table 13

Gains in Achievement

Criteria	Pretest X	Pretest SD	Posttest X	Posttest SD	_t_ Value
Scaled Scores/Reading	212.44	54.95	321.70	41.13	20.08*
Scaled Scores/Math	279.18	30.283	342.82	25.46	18.72*
NCE Scores/Reading	38.46	26.29	60.00	20.67	9.66*
NCE Scores/Math	52.64	22.69	68.90	17.14	7.29*

*Significant at .01

Discussion

The most relative gain was achieved in reading. These data are based on scores taken from the records of the fifty children who started to school in the Cooperative Kindergarten and who are still students in the Starkville Public Schools.

The overall picture presented by these data is a positive one. As a group, these children continue to make gains.

Conclusion

Achievement gains have been made during the past two years. We can conclude that participation in the Cooperative Demonstration Kindergarten Program enhances the children's readiness levels when they enter first grade. Specific predictors of readiness are not consistent for the two groups which have been evaluated. The overall significance of the predictors should become more apparent as additional groups are included for comparison. In the future, additional emphasis will be given to determining which aspects of the program are contributing most to the achievement gains made during the kindergarten year. The parent involvement program was expanded during the 1980-81 school year. Opportunities for involvement by working parents and nonworking parents were increased. Seventy-five percent of the parents were involved in some aspect of this program. Slight gains in the percentage of parents who responded positively to the questions on the parent questionnaire can be seen on all questions (see Summary 8). Positive comments offered by the parents are encouraging, but difficult to include in any empirical research. The effects of the program in terms of parental expectations of the school have been noted locally. Parents of children who have attended the Cooperative Demonstration Kindergarten are indicating their interest in becoming more involved in the school program in grade one and are asking for continuance of regularly scheduled parent-teacher conferences in the first grade. These occurrences indicate that the Cooperative Kindergarten is having an effect upon the school district. Follow-up questionnaires should be sent to these parents yearly to evaluate their attitudes and interests in the education of their children.

Schweinhart and Weikart (1980) and Lazar (1979) have reported on research which indicated the relationship between parental expectations and attitudes about school and the achievement success of their children. The consistent presence of the answers to questions on the parent questionnaire as significant or contributing variables of achievement prediction indicate a trend in this program which supports the Schweinhart and Weikart and the Lazar studies. These trends should be studied more fully throughout the life of this research project.

Data Analysis
August 1981 - August 1982

One hundred students were selected to participate in the kindergarten using a stratified random selection of those who submitted an application. Information about ninety-five kindergarteners was included in the analysis of the data for the 1981-82 school year. This included:

Sex: 53 Boys 42 Girls

Race: 73 Caucasian 22 Minority.

A population summary for 1981-82 is presented in Summary 7. The parents' responses to the parent questionnaire are given in Summary 8.

Test Data Analysis

Question 1

How much gain in readiness was demonstrated by the kindergarten group? Data derived from the pretest and posttest measures for 79 children on SESAT I are summarized in Table 14.

Insert Table 14 about here

Results--Table 14

An examination of the *t* ratios when a *t* test was computed to determine whether significant gain occurred showed that significant gains were realized in all four areas of readiness as indicated by the four subtests (Environment, Math, Letters/Sounds, and Aural Comprehension) as well as the total score on the SESAT. All were significant at the .001 level.

Summary 7

Population Summary for 1981-82

Home Situation

76	Both parents at home
15	One parent at home
2	Relative(s)
1	Other guardian

Total Family Income

20	8k or less
24	9k - 15k
20	16k - 20k
24	21k or more

Siblings at Home

58	Older
30	Male
28	Female

38	Younger
20	Male
18	Female

Educational Level of Parents

8th Grade:

Mother	5
Father	2

11th Grade:

Mother	6
Father	6

12th Grade:

Mother	19
Father	14

Technical Training:

Mother	8
Father	3

Some College:

Mother	25
Father	18

Four Years of College:

Mother	17
Father	14

Advanced Degree:

Mother	13
Father	29

Summary 8

Parent Questionnaire
Summary for 1981-82

1. How did you feel about school when you were a child?

Positive	60	82.2%	Neutral	8	11.0%
Negative	5	6.8%	Missing Observations	22	

2. Do you like to visit your child's school?

Yes	71	95.9%	Missing Observations	21
No	3	4.1%		

3. Are you familiar with your child's work activities?

Yes	69	94.5%	Missing Observations	22
No	4	5.5%		

4. Do you feel that your child's teacher cares about his/her feelings, work process, social life?

Yes	74	100.0%	Missing Observations	21
No	0	0.0%		

5. How do you help with your child's school work?

Discussion/Listening	26	41.9%
Read to Child	13	21.0%
Direct Instruction	13	21.0%
Combination of ¢1-3	10	15.0%
Missing Observations	33	

6. Does youor child like to go to school?

Yes	74	100.0%	Missing Observations	21
No	0	0.0%		

7. What activity does your child like the best?

Art/Music	13	18.1%
Field Trips	11	15.3%
Blocks	4	5.6%
Show 'n Tell	5	6.9%
Group Time	15	20.8%
Outside Play	9	12.5%
Writing	4	5.6%
Math	4	5.6%
Everything	7	9.7%
Missing Observations	23	

(summary continues)

8. What activity does your child like the least?

Art/Music	5	11.6%
Field Trips	1	2.3%
Group Time	5	11.6%
Writing	5	11.6%
No Dislikes	27	62.8%
Missing Observations	52	

9. Do you believe your child will have success in school?

Much Success	59	80.8%	Not Much Success	0	0.0%
Some Success	14	19.2%	Missing Observations	22	

10. Do you think your child is:

Smarter Than Average	41	55.4%	Not As Smart As Average	1	1.4%
About Average	32	43.2%	Missing Observations	21	

11. Did you become actively involved with the kindergarten program as an in-class aide, an at home aide, a telephone volunteer, a field trip driver, a resource person, or by attending the parent-teacher meetings?

Yes	52	80.0%	Missing Observations	30
No	13	20.0%		

Discussion

The most relative gain in the subtest areas was achieved in Math followed by Letters/Sounds, Environment, and Aural Comprehension. Consistent with the philosophy and goals of the program, the program utilizes an environmental awareness approach. The units of study provide children with basic background experiences; and the planned activities encourage learning by doing, inquiry and problem solving. The gain in math may reflect the attention given to questioning techniques directed at developing the critical thinking abilities of the children. The basic skills carry over into all of the academic areas in the program as indicated by the significant results in all subtests.

Question 2

What is the value of the selected variables for predicting pre-reading and math scores on the CAT which was given to the children in August 1982? After forcing out the pretest variables, the variables considered as possible predictors were:

(1) total posttest score on SESAT II

(2) subtest scores from the posttest SESAT II (Environment, Math, Letters/Sounds, and Aural Comprehension)

(3) sex

(4) race

(5) home situation

(6) family income

(7) older siblings

(8) younger siblings

(9) educational level of mothers

(10) educational level of fathers

(11) eleven questions on the parent questionnaire

(12) teacher

(13) session

(14) absenteeism

The statistical technique used to analyze these relationships was a multiple regression program. Table 15 shows the relationship of the selected variables to the reading subtest score on the CAT. Table 16 shows the relationship of the selected variables to the math subtest score on the CAT.

Insert Table 15 about here

Results--Table 15

After forcing out the pretest variable the posttest score for Environment (SESAT II), Question 4 on the parent questionnaire (Do you feel that your child's teacher cares about his/her feelings?), mother's educational level, and Question 10 on the parent questionnaire (Do you think your child is (1) smarter than average, (2) average, (3) not as smart as average?) made statistically significant contributions to the regression equation. When combined with all of the other variables there was a correlation of .776 and an R2 of .603.

Table 14

Gains in Readiness 1981-82

	Pretest		Posttest		T	Effect
Criteria	X	SD	X	SD	Value	Size
Environment	31.375	6.991	33.900	5.959	4.64*	.52
Math	18.177	6.460	22.291	5.285	8.67*	.98**
Letters/Sounds	17.436	6.627	20.180	5.545	5.26*	.60**
Aural Comprehension	18.425	4.854	20.2375	4.001	4.40*	.49
Total	85.064	22.783	96.423	18.468	9.44*	1.07**

df = 79

*Significant at .001

**Effect Size > .6

Table 15

Regression Statistics Showing Relationships of Selected Variables to the Reading Score on the California Achievement Test

Variable	Multiple R	R Square	RSQ Change	*F* Value To Enter
Pretest	.32577	.10612	.10612	11.041**
ENV2	.63405	.40202	.29589	45.524**
X4	.67674	.45798	.05596	9.400**
MOED	.69085	.47728	.01930	3.322*
X10	.70764	.50076	.02348	4.185**
Other variables combined	.77645	.60287	.0008	—

*Significant at the .05 level

**Significant at the .01 level

The posttest score for Environment and Questions 4 and 10 were significant at the .01 level. The variable of mother's education level was significant at the .05 level.

Insert Table 16 about here

Results--Table 16

After the variable pretest score (SESAT II) was forced out, the most significant predictors of the math subtest scores on the CAT for the 1981-82 subjects were the total posttest (SESAT II), Question 4 on the Parent Questionnaire (Do you feel that your child's teacher cares about his/her feelings?), mother's education level (mean was technical training), and Question 10 on the Parent Questionnaire (Do you think your child is (1) smarter than average, (2) average, (3) not as smart as average?). The variables of posttest total, Question 4, and Question 10 were significant at the .01 level. These variables, when combined with the variable, mother's education level, had a correlation of .681 with the Math score on the CAT and an R2 of .464. When the other variables were added the prediction value of the equation was increased to .555.

Question 3

The third question which served as a basis for analysis in this report concerned selected variables and the measurement of the amount of association between the variables with Reading and Math subtest scores on CAT, Level 10. The statistical technique to analyze these associations was the Pearson correlation coefficient.

Table 16

Regression Statistics Showing Relationships of Selected Variables to the Math Score on the California Achievement Test

Variable	Multiple R	R Square	RSQ Change	*F* Value To Enter
Pretest	.30369	.09223	.09223	9.449**
Posttest	.60369	.36444	.27221	39.403**
X4	.64587	.41715	.05271	8.230**
MOED	.66088	.43676	.01961	3.133*
X10	.68106	.46384	.02708	4.495**
Other variables	.74518	.55530	.00008	--

*Significant at the .05 level

**Significant at the .01 level

Table 17

Correlations of CAT Reading and Math Subtest Scores With Selected Variables

Predictors	Reading	Math
Total SESAT II	.59633**	.57335**
ENV 2	.59078**	.54535**
Math 2	.55591**	.54976**
LS 2	.57344**	.56047**
AC 2	.54516**	.53260**
T-PRE	.32577**	.30369**
LS 1	.33283**	.31105**
Income	.27928**	.24689*
Father´s Education	.26113*	.20499*
X1	.39557**	.35862**
X2	.46313**	.43522**
X3	.43471**	.40821**
X4	.52672**	.49677**
X5	.29489**	.29309**
X6	.52672**	.49677**
X8	.34352**	.29245**
X9	.37249**	.30524**
X10	.28666**	.24915*
X11	.41620**	.39291**

*Significant at .05 level

**Significant at .01 level

Insert Table 17 about here

Results--Table 17

Nineteen of the 29 variables were statistically significant. Reading and Math scores on the CAT were positively correlated with all subtest scores and total score on SESAT II. Of the pretest scores (SESAT I), only the subtest score, Letters/Sounds, was significantly correlated. Income (Mean - $15,000 or above) and father´s educational level (Mean - 2 years of college) were also significantly correlated to CAT scores in Reading and Math. All items on the parent questionnaire with the exception of item number 7, "What activity does your child like best?" (no one activity was singled out by a significant number of parents), were significantly correlated. This reflected the positive way the questionnaire had been answered.

Question 4

What is the reading achievement level of the kindergarten children at the completion of the school year?

Insert Table 18 about here

Insert Table 19 about here

Results--Table 18 and Table 19

Two optional subtests on SESAT II, word reading and sentence reading, were used for the analysis of this question. All the children were given the opportunity to take the tests, but for various reasons there were children who were not tested in these two areas. For the children who took the reading subtests, scores are represented by percentile ranks, stanines, and quartiles shown in Table 18 and Table 19. Figures 1 and 2 graphically represent the subtest data for all the kindergarten children.

Table 18 shows that 81 (85%) of the children took the word reading test. Eighteen (22%) of these children had scores which fell into the first quartile (Q1). Another 18 (22%) of the children taking the subtest had scores which fell into the second quartile (Q2). Twenty (25%) of the children taking the test had scores which fell into the third quartile (Q3), and 25 (31%) of the children taking the subtest had scores which fell into the top quartile (Q4). Over half the children taking the word reading subtest made scores above the 50th percentile.

Figure 1 shows that of the total enrollment in the kindergarten 14 (15%) of the children did not take the subtest. Nineteen percent of the children´s scores were in Q1, and another 19% were in Q2. Q3 and Q4 contained 21% and 16%. Forty-seven percent of the kindergarten children attending the 1981-82 session had word reading subtest scores above the 50th percentile.

Table 18

Frequency Distribution of Word Reading Subtest Scores Represented by Percentile Rank, Stanine, and Quartile

Frequency	% Rank	Stanine	Quartile
////	99	9	Q4
/	98		
//	96		
////	94	8	
/	92		
////	90		
//	89		
/	88	7	
//	84		
//	82		
//	77		
Subtotal = 25 (31%)			
/	74	6	Q3
/	72		
////	68		
//	66		
///	64		
//	62		
////	56	5	
///	52		
Subtotal = 20 (25%)			
//	48		Q2
///// //	44		
//	40		
///	36	4	
////	30		
Subtotal = 18 (22%)			
////	24		Q1
///	20	3	
/	16		
/////	14		
/	8	2	
///	4		
/	1	1	
Subtotal = 18 (22%)			
Total = 81			

Figure 1

1981-82 Kindergarten Word Reading

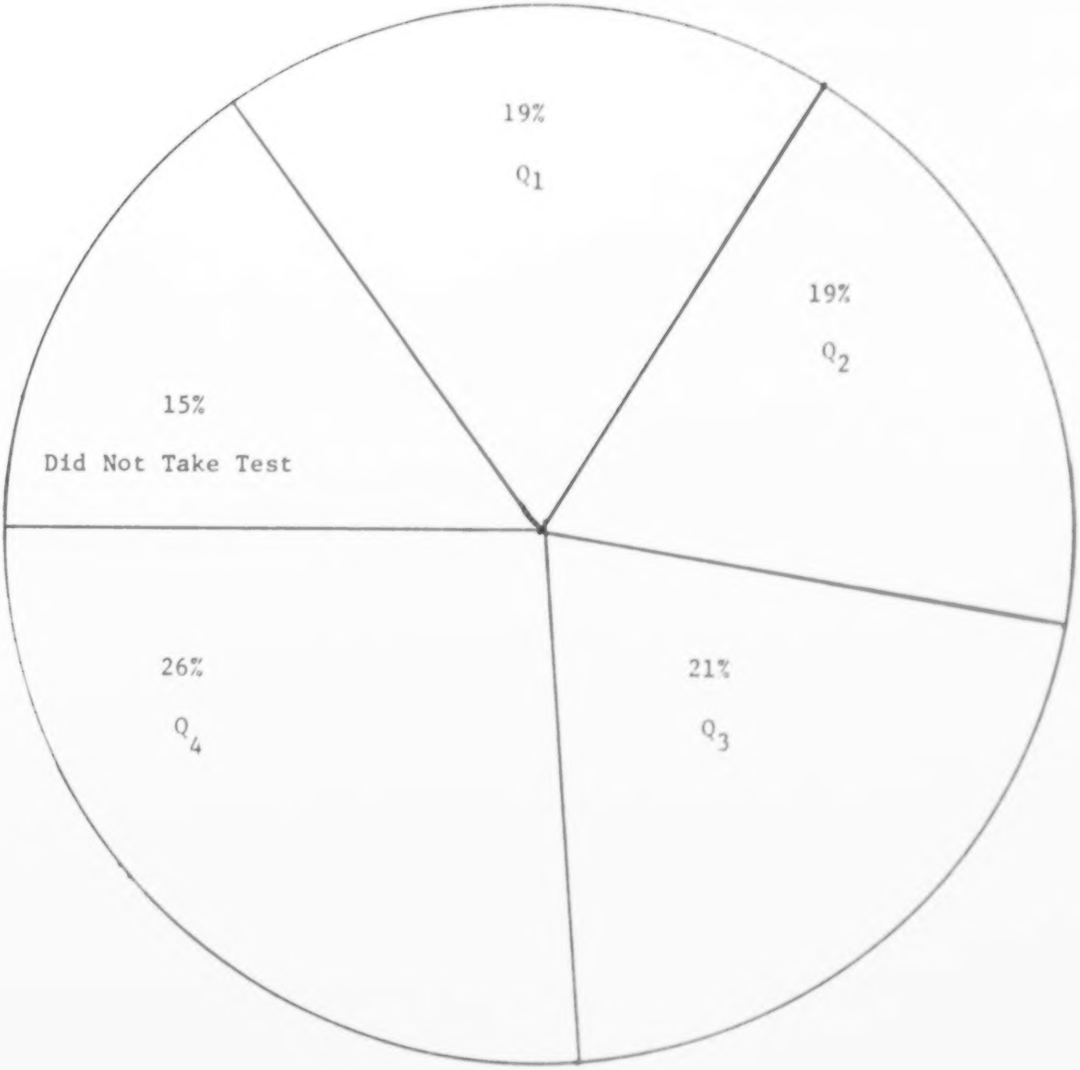


Table 19 shows that 51 (54%) of the children took the sentence reading subtest. Thirteen (25%) of those children had scores which fell into the first quartile (Q1). Four (8%) of the children taking the sentence reading subtest made scores which fell into the second quartile (Q2). Eleven (22%) of the children taking the subtest made scores which fell into the third quartile (Q3), and 23 (45%) of the children taking the sentence reading subtest made scores which fell into the top quartile (Q4).

Figure 2 shows that of the total enrollment in the kindergarten 44 (46%) of the children did not take the sentence reading subtest. Fourteen percent of the children's scores were in Q1, 5% of the scores were in Q2, 11% of the scores were in Q3, and 24% of the scores were in Q4. Over one-third of the children attending the 1981-82 Cooperative Demonstration Kindergarten had sentence reading subtest scores above the 50th percentile.

Table 19

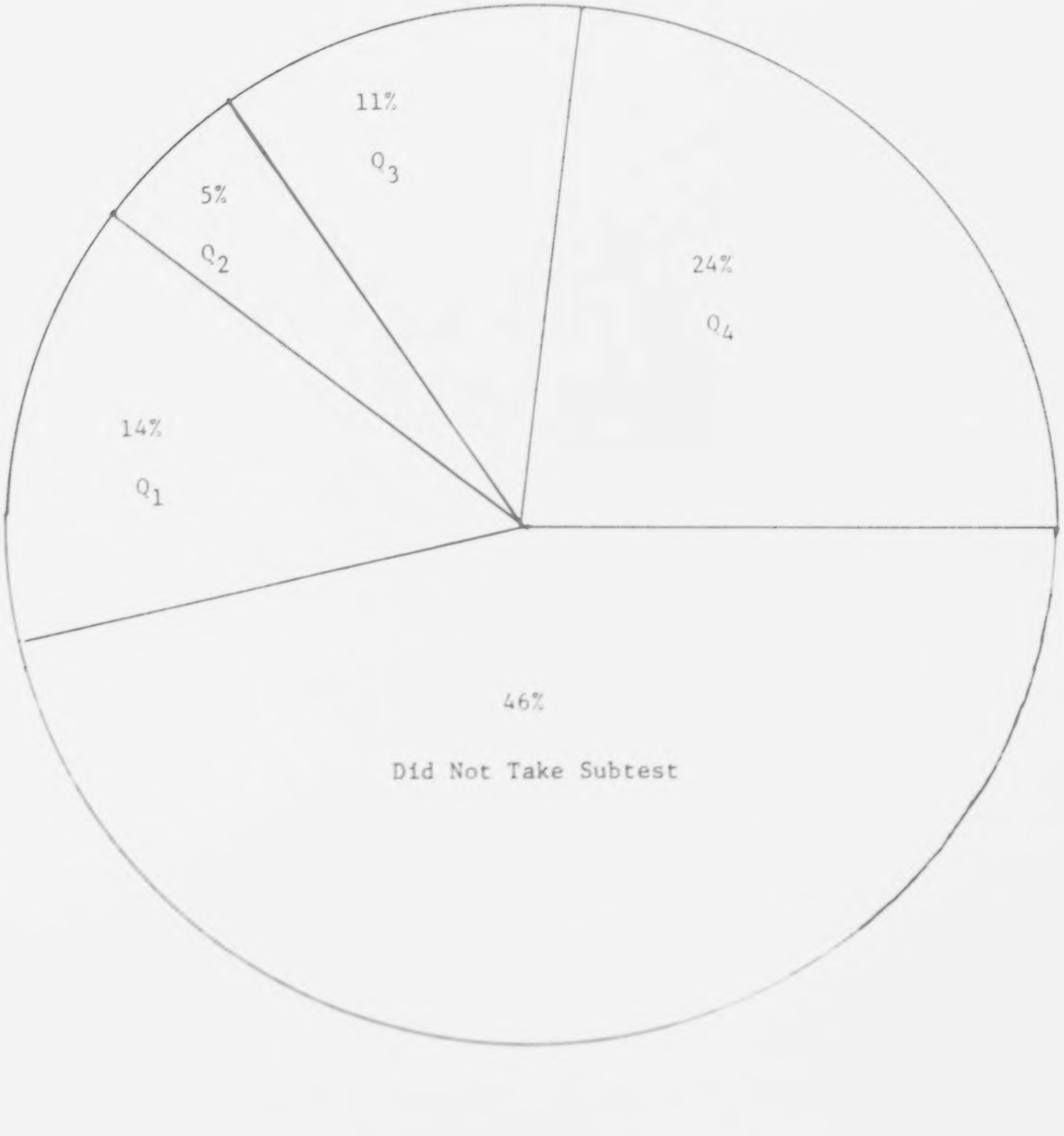
Frequency Distribution of Sentence Reading Subtest Scores

Represented by Percentile Rank, Stanine, and Quartile

Frequency	% Rank	Stanine	Quartile
////	99	9	Q4
////	96		
///	94	8	
//	92		
//	88	7	
///// /	82		
//	76	6	
Subtotal = 23 (45%)			
///// ///	66		Q3
///	54	5	
Subtotal = 11 (22%)			
//	46		Q2
/	36	4	
/	30		
Subtotal = 4 (8%)			
//	23		Q1
///	18	3	
/	16		
/	14		
/	10	2	
/	8		
//	6		
//	4		
Subtotal = 13 (25%)			
Total = 51			

Figure 2

1981-82 Kindergarten Sentence Reading



Data Analysis
August 1982 - August 1983

One hundred students were selected to participate in the kindergarten using a stratified random selection of those who submitted an application. Information about ninety-four kindergarteners was included in the analysis of the data for the 1982-83 school year. This included:

Sex: 50 Boys 44 Girls.

Race: 68 Caucasian 26 Minority.

A population summary for 1982-83 is presented in Summary 9. The parents' responses to the parent questionnaire are given in Summary 10.

Test Data Analysis

Question 1

How much gain in readiness was demonstrated by the kindergarten group? Data derived from the pretest and posttest measures for 91 children on SESAT I are summarized in Table 20.

Insert Table 20 about here

Results

An examination of the *t* ratios when a *t* test was computed to determine whether significant gain occurred showed that significant gains were realized in all four areas of readiness as indicated by the four subtests (Environment, Math, Letters/Sounds, and Aural Comprehension) as well as the total score on the SESAT. All were significant at the .001 level.

An "effect size" was also computed to give a standardized measure of the relative gains within subtest and total test areas. An effect size of .3 is acceptable, and an effect size of .6 is considered by most program evaluators as being educationally significant. All effect sizes were larger than .6.

Summary 9

Population Summary for 1982-83

Home Situation

73	Both parents at home
18	One parent at home
1	Relative(s)
0	Other guardian

Total Family Income

19	9k or less
15	10k-15k
19	16k-20k
37	21k or more

Siblings at Home

54	Older
33	Male
21	Female
33	Younger
19	Male
14	Female

Educational Level of Parents

9th Grade:

Mother	5
Father	1

11th Grade:

Mother	4
Father	2

12th Grade:

Mother	19
Father	17

Technical Training:

Mother	10
Father	8

Some College:

Mother	21
Father	13

Four Years of College:

Mother	23
Father	12

Advanced Degree:

Mother	10
Father	24

Summary 10

Parent Questionnaire
Summary for 1982-83

1. How did you feel about school when you were a child?

Positive	68	81.0%	Neutral	9	10.7%
Negative	7	8.3%	Missing Observations	10	

2. Do you like to visit your child's school?

Yes	80	96.4%	Missing Observations	11
No	3	3.6%		

3. Are you familiar with your child's work activities?

Yes	84	100.0%	Missing Observations	10
No	0	0.0%		

4. Do you feel that your child's teacher cares about his/her feelings, work process, social life?

Yes	84	100.0%	Missing Observations	10
No	0	0.0%		

5. How do you help with your child's school work?

Discussion/Listening	10	11.9%
Read to Child	3	3.6%
Direct Instruction	3	3.6%
Combination of ¢1-3	68	81.0%
Missing Observations	10	

6. Does your child like to go to school?

Yes	83	98.8%	Missing Observations	10
No	1	1.2%		

7. What activity does your child like the best?

1. Art/Music	10	12%
2. Field Trips	14	16.9%
3. Group Time	2	2.4%
4. Outside Play	5	5.9%
5. Math	3	3.6%
6. Science/Social Studies	0	0.0%
7. Sand/Water Play	6	7.2%
8. Language Arts	1	1.2%
9. Everything	42	50.6%
Missing Observations	16	

* All activities were liked equally well.

(summary continues)

8. What activity does your child like the least?

1. Art/Music	1	1.3%	5. Math	3	3.8%
2. Language Arts	0	0.0%	6. Science/Social Studies	5	6.4%
3. Group Time	3	3.8%	7. Sand/Water Play	0	0.0%
4. Outside Play	2	2.6%	8. Language Arts	2	2.6%
Missing Observations	16		9. No Dislikes	62	79.5%

9. Do you believe your child will have success in school?

Much Success	69	82.1%	Not Much Success	0	0.0%
Some Success	15	17.9%	Missing Observations	10	

10. Do you think your child is:

Smarter Than Average	38	45.2%
About Average	46	54.8%
Missing Observations	10	

Table 20

Gains in Readiness 1982-83

	Pretest		Posttest		t	Effect
Criteria	X	SD	X	SD	Value	Size
Environment	30.374	6.033	34.275	4.410	9.50*	1.00**
Math	17.264	4.709	22.506	4.483	13.15*	1.38**
Letters/Sounds	16.802	5.961	21.165	5.162	9.00*	.94**
Aural Comprehension	17.681	4.142	20.692	3.058	7.74*	.81**
Total	82.385	17.900	98.637	14.465	14.23*	1.49**

df = 90

*Significant at .001

**Effect Size > .6

Discussion

The most relative gain in the subtest areas was achieved in Math followed by Environment, Letters/Sounds, and Aural Comprehension. Consistent with the philosophy and goals of the program, the program utilizes an environmental awareness approach. The units of study provide children with basic background experiences; and the planned activities encourage learning by doing, inquiry, and problem solving. The gain in math may reflect the attention given to questioning techniques directed at developing the critical thinking abilities of the children. The basic skills carry over into all of the academic areas in the program as indicated by the significant results in all subtests.

Question 2

What is the value of the selected variables for predicting pre-reading and math scores on the CAT which was given to the children in August, 1982? After forcing out the pretest variables, the variables considered as possible predictors were:

(1) total posttest scores on SESAT II

(2) subtest scores from the posttest SESAT II (Environment, Math, Letters/Sounds, and Aural Comprehension)

(3) sex

(4) race

(5) home situation

(6) family income

(7) older siblings

(8) younger siblings

(9) educational level of mothers

(10) educational level of fathers

(11) ten questions on the parent questionnaire

(12) teacher

(13) session

(14) absenteeism

The statistical technique used to analyze these relationships was a multiple regression program. Table 21 shows the relationship of the selected variables to the reading subtest score on the CAT. Table 22 shows the relationship of the selected variables to the math subtest score on the CAT.

Insert Table 22 about here

Results--Table 21

After forcing out the pretest variable, the posttest score for Letters/Sounds, session attended, Question 1 on the parent questionnaire (How did you feel about school when you were a child?), the posttest score for Math, and race made statistically significant contributions to the regression equation. When combined with all of the other variables there was a correlation of .691 and an R2 of .489.

The posttest score for Environment and Questions 4 and 10 were significant at the .01 level. The variable of mother's education level was significant at the .05 level.

Insert Table 22 about here

Table 21

Regression Statistics Showing Relationships of Selected Variables to the Reading Score on the California Achievement Test

Variable	Multiple R	R Square	RSQ Change	F Value To Enter
Pretest	.34370	.11813	.11813	12.324**
LS2	.50434	.25436	.13623	16.626**
Session	.55341	.30626	.05190	6.733**
X1	.59375	.35254	.04628	6.362**
Math2	.61871	.38280	.03026	4.314**
Absenteeism	.63473	.40288	.02008	2.926*
Race	.65486	.42885	.02596	3.910**
Other Variables Combined	.69186	.47867	.00007	--

*Significant at the .05 level

**Significant at the .01 level

Results--Table 22

After the variable pretest score (SESAT II) was forced out, the most significant predictors of the math subtest scores on the CAT for the 1981-82 subjects were the posttest Math scores, Question 1 on the Parent Questionnaire (How did you feel about school when you were a child?), and the session attended. The variables of Math posttest and Question 1 were significant at the .01 level. These variables when combined with the variable session had a correlation of .605 with the Math score on the CAT and an R2 of .366. When the other variables were added the prediction value of the equation was increased to .493.

Question 3

The third question which served as a basis for analysis in this report concerned selected variables and the measurement of the amount of association between the variables with Reading and Math subtest scores on CAT, Level 10. The statistical technique to analyze these associations was the Pearson correlation coefficient.

Insert Table 23 about here

Results--Table 23

Sixteen of the 29 variables were statistically significant. Reading and Math scores on the CAT were positively correlated with all subtest scores and total score on SESAT I and SESAT II. Sex, race, income (Mean - 2 years of college), and absenteeism significantly correlated to CAT scores in Reading and Math.

Table 22

Regression Statistics Showing Relationships of Selected Variables to the Math Score on the California Achievement Test

Variable	Multiple R	R Square	RSQ Change	_F_ Value To Enter
Pretest	.33440	.11182	.11182	11.583**
Math 2	.53909	.29062	.17879	22.936**
X1	.58411	.31177	.05115	6.994**
Session	.60525	.36632	.02456	3.449**
Race	.62314	.38830	.02198	3.162*
Other Variables	.70248	.49347	.00010	--

*Significant at the .05 level

**Significant at the .01 level

Table 23

Correlations of CAT Reading and Math Subtest Scores With Selected Variables

Predictors	Reading	Math
Total SESAT II	.46561**	.47297**
ENV 2	.37284**	.38757**
Math 2	.48663**	.53905**
LS 2	.49946**	.43373**
AC 2	.30570**	.34191**
T-PRE	.34370**	.33440**
ENV 1	.23581*	.24161*
Math 1	.39773**	.40448**
LS 1	.34630**	.28314**
AC 1	.23591*	.26385*
Sex	.27250**	.30943**
Race	.21786*	.25303*
Income	.28744**	NS
Mother's Education	.37661**	.31698**
Father's Education	.29902**	.27376**
Absenteeism	-.24018*	NS

* Significant at the .05 level

**Significant at the .01 level

Question 4

What is the reading achievement level of the kindergarten children at the completion of the school year?

Insert Table 24 about here

Insert Table 25 about here

Results--Table 24 and Table 25

Two optional subtests on SESAT II, word reading and sentence reading, were used for the analysis of this question. Scores are represented by percentile ranks, stanines, and quartiles shown in Table 24 and Table 25. Figures 3 and 4 graphically represent the subtest data for all the kindergarten children. Table 24 shows that 15 (17%) of the children had scores which fell into the first quartile (Q1). Nineteen (21%) of the children taking the subtest had scores which fell into the second quartile (Q2). Twenty-six (29%) of the children taking the test had scores which fell into the third quartile (Q3), and 29 (33%) of the children taking the subtest had scores which fell into the top quartile (Q4). Sixty-two percent of the children taking the word reading subtest made scores above the 50th percentile.

Figure 3 shows that 33% of the children´s scores were in Q1 and another 29% were in Q2. Q3 and Q4 contained 21% and 17%. Sixty-two percent of the kindergarten children attending the 1982-83 session had word reading subtest scores above the 50th percentile.

Table 25 shows that 22 (29%) of those children had scores which fell into the first quartile (Q1). Twenty-six (33%) of the children taking the sentence reading subtest made scores which fell into the second quartile (Q2). Fourteen (18%) of the children taking the subtest made scores which fell into the third quartile (Q3), and 16 (20%) of the children taking the sentence reading subtest made scores which fell into the top quartile (Q4).

Figure 4 shows that 29 percent of the children's scores were in Q1, 33% of the scores were in Q2, 18% of the scores were in Q3, and 20% of the scores were in Q4. Sixty-two percent of the children attending the 1982-83 Cooperative Demonstration Kindergarten had sentence reading subtest scores above the 50th percentile.

Table 24

Frequency Distribution of Word Reading Subtest Scores Represented by Percentile Rank, Stanine, And Quartile

Frequency	% Rank	Stanine	Quartile
1	98	9	Q4
2	96		
2	94	8	
3	92		
2	90		
5	89		
2	88	7	
3	86		
1	84		
2	82		
4	80		
2	77		
Subtotal = 29 (33%)			
2	76	6	Q3
1	74		
2	72		
5	68		
2	66		
1	64		
4	62		
3	58	5	
4	56		
2	52		
Subtotal = 26 (29%)			
2	48		Q2
3	44		
4	40		
5	36	4	
3	30		
2	29		
Subtotal = 19 (21%)			
2	24		Q1
3	20	3	
3	16		
3	14		
1	10	2	
1	8		
1	6		
1	2	1	

Figure 3

1982-83 Kindergarten Word Reading

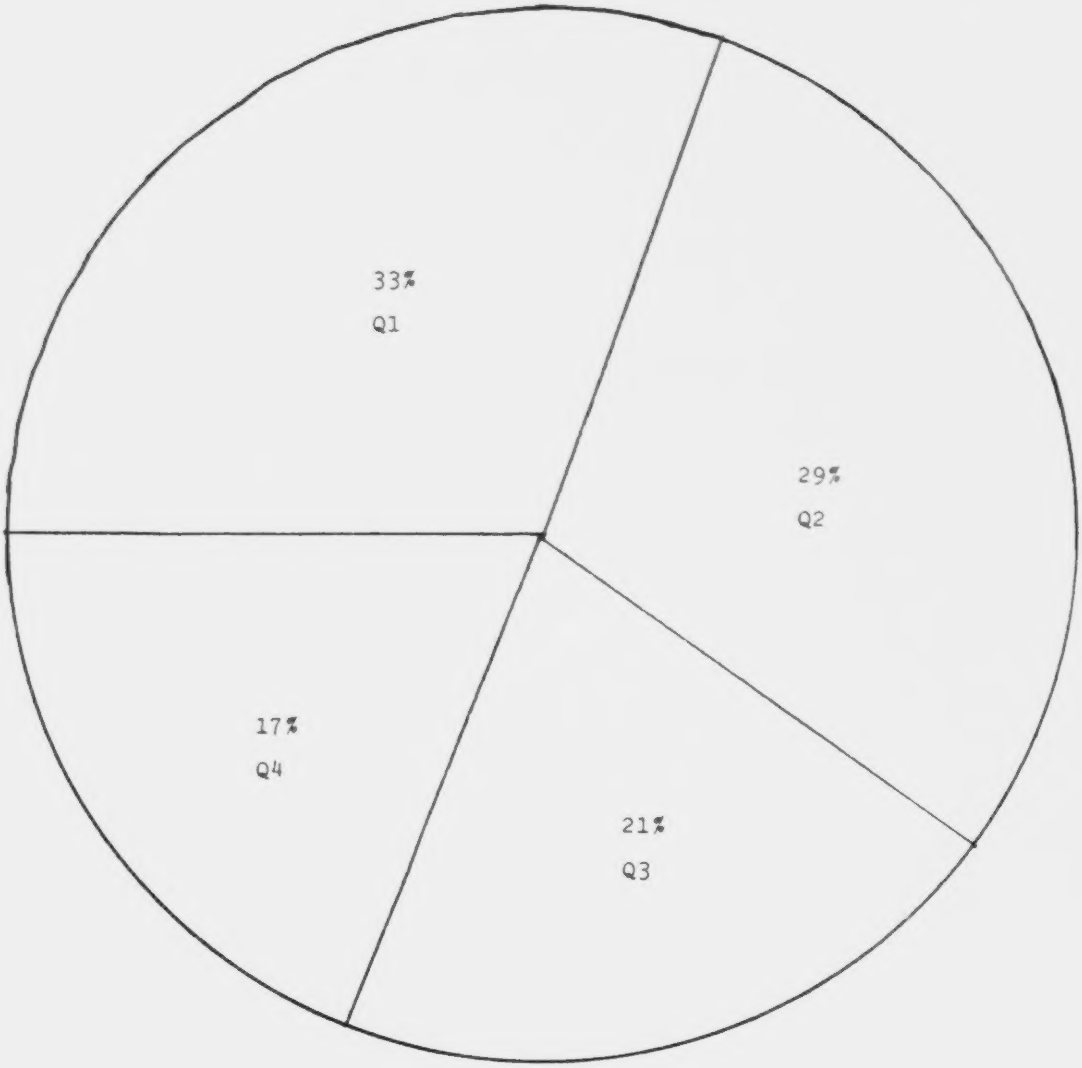


Table 25

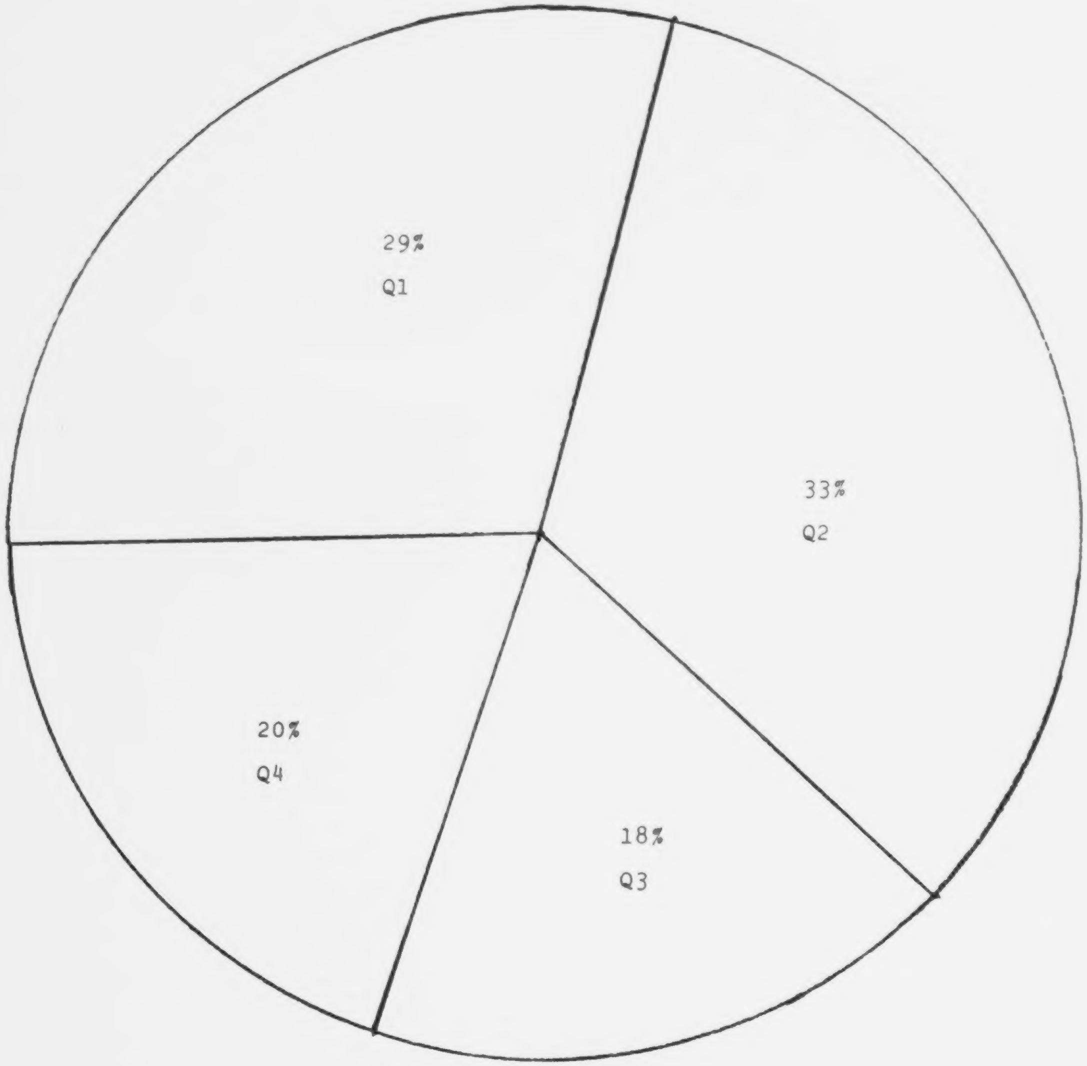
Frequency Distribution of Sentence Reading Subtest Scores

Represented by Percentile Rank, Stanine, and Quartile

Frequency	% Rank	Stanine	Quartile
1	99	9	Q4
2	96		
2	94	8	
2	92		
2	88	7	
4	82		
9	76	6	
Subtotal = 22 (29%)			
13	66		Q3
13	54	5	
Subtotal = 26 (33%)			
13	46		Q2
8	36	4	
1	35		
5	30		
Subtotal = 14 (18%)			
4	23		Q1
5	18	3	
4	14		
1	11		
2	4	2	
Subtotal = 16 (20%)			
Total = 51			

Figure 4

1982-83 Kindergarten Sentence Reading



Data Analysis
August 1983 - August 1984

One hundred twenty-five students were selected to participate in the kindergarten using a stratified random selection of those who submitted an application. Information about 104 kindergarteners was included in the analysis of the data for the 1983-84 school year. This included:

Sex: 57 Boys 47 Girls

Race: 78 Caucasian 26 Minority

A population summary for 1983-84 is presented in Summary 11. The parents' responses to the parent questionnaire are given in Summary 12.

Test Data Analysis

Question 1

How much gain in readiness was demonstrated by the kindergarten group? Data derived from the pretest and posttest measures for 95 children on SESAT I are summarized in Table 26.

Insert Table 26 about here

Results--Table 26

An examination of the *t* ratios when a *t* test was computed to determine whether significant gain occurred showed that significant gains were realized in all four areas of readiness as indicated by the four subtests (Environment, Math, Letters/Sounds, and Aural Comprehension). All were significant at the .001 level. An "effect size" was also computed to give a standardized measure of relative gains. An effect size of 1.0 was found for Environment and 1.15 for Aural Comprehension; 2.44 for Math, and .39 for Letters/Sounds.

Summary 11

Population Summary for 1983-84

Home Situation

82	Both parents at home
20	One parent at home
1	Relative(s)
0	Other guardian

Total Family Income

14	9k or less
26	10k-15k
18	16k-20k
44	21k or more

Siblings at Home

59	Older
30	Male
29	Female
46	Younger
25	Male
21	Female

Educational Level of Parents

9th Grade:

Mother	4
Father	8

11th Grade:

Mother	6
Father	5

12th Grade:

Mother	26
Father	16

Technical Training:

Mother	13
Father	8

Some College:

Mother	24
Father	25

Four Years of College:

Mother	19
Father	14

Advanced Degree:

Mother	11
Father	27

Summary 12

Parent Questionnaire
Summary for 1983-84

1. How did you feel about school when you were a child?
   Positive 79 81.4% Neutral 7 7.2%
   Negative 11 11.3% Missing Observations 7

2. Do you like to visit your child's school?
   Yes 96 99% No 1 1% Missing Observations 7

3. Are you familiar with your child's work activities?
   Yes 93 95.9% No 4 4.1% Missing Observations 7

4. Do you feel that your child's teacher cares about his/her feelings, work progress, social life?
   Yes 97 100.0% No 0 0% Missing Observations 7

5. How do you help with your child's school work?

Discussion/Listening	3	3.1%	Missing Observations	7
Direct Instruction	2	2.1%		
Read to Child	0	0%		
Combination of ¢1-3	92	94.8%		

6. Does your child like to go to school?
   Yes 96 100% No 0 0% Missing Observations 8

7. What activity does your child like best?

1. Art/Music	8	8.4%	6. Science/Social Studies	0	0%
2. Field Trips	6	6.3%	7. Sand/Water Play	3	3.2%
3. Group Time	1	1.1%	8. Language Arts	8	8.4%
4. Outside Play	6	6.3%	9. Everything	61	64.2%
5. Math	2	2.1%	Missing Observations	9	

*All activities were liked equally well.

8. What activity does your child like the least?

1. Art/Music	3	3.1%	6. Science/Social Studies	0	0.0%
2. Field Trips	1	1.0%	7. Sand/Water Play/ Woodworking	2	2.1%
3. Group Time	6	6.2%			
4. Outside Play	1	1.0%	8. Language Arts	2	2.1%
5. Math	10	10.3%	9. No Dislikes	72	74.2%
Missing Observations	7				

9. Do you believe your child will have success in school?
   Much Success 79 83.2% Not Much Success 0 0%
   Some Success 16 16.8% Missing Observations 9

(summary continues)

96

10. Do you think your child is:

Smarter Than Average	41	43.6%
About Average	52	55.3%
Not As Smart As Average	1	1.1%
Missing Observations	10	

Table 26

Gains in Readiness 1983-84

	Pretest		Posttest		Effect	t
Criteria	X	SD	X	SD	Size	Value
Environment	511.74	31.08	542.94	32.94	1.0 **	10.87*
Math	446.85	25.30	508.68	46.63	2.44**	15.96*
Letters/Sounds	424.75	50.97	444.67	40.34	.39	5.26*
Aural Comprehension	515.08	27.70	547.03	29.79	1.15**	13.87*
N of cases 95						

*Significant at .001

**Effect Size (Mean Difference/Standard Deviation) > .6

Discussion

The most relative gain in the subtest areas was achieved in Math followed by Aural Comprehension, Environment, and Letters/Sounds. Consistent with the philosophy and goals of the program, the program utilizes an environmental awareness approach. The units of study provide children with basic background experiences; and the planned activities encourage learning by doing, inquiry, and problem solving. The gain in math may reflect the attention given to questioning techniques directed at developing the critical thinking abilities of the children. The basic skills carry over into all of the academic areas in the program as indicated by the significant results in all subtests.

An effect size of .3 is considered as an acceptable measure of relative gain, and an effect size of .6 is considered by most program evaluators as being educationally significant. An effect size of 1.0 in Environment and 1.15 for Aural Comprehension was realized, while 2.44 was reported for Math and .39 for Letters/Sounds.

Question 2

What is the value of the selected variables for predicting pre-reading and math scores on the CAT which was given to the children in August, 1984? After forcing out the pretest variables, the variables considered as possible predictors were:

(1) subtest scores from the posttest SESAT II (Environment, Math, Letters/Sounds, Aural Comprehension, Word Reading, and Sentence Reading)

(2) sex

(3) race

(4) home situation

(5) family income

(6) older siblings

(7) younger siblings

(8) educational level of mothers

(9) educational level of fathers

(10) ten questions on the parent questionnaire

(11) teacher

(12) session

(13) absenteeism

The statistical technique used to analyze these relationships was a multiple regression program. Table 27 shows the relationship of the selected variables to the Reading subtest score on the CAT. Table 28 shows the relationship of the selected variables to the Math subtest score on the CAT.

Insert Table 27 about here

Results--Table 27

After forcing out the posttest variable, Letters/Sounds, the following variables made statistically significant contributions to the regression equation: Income, Math, Race, Word Reading, Teacher, Older Siblings, Father's Education. When combined with all of the other variables, there was a correlation of .71 and R of .50.

Table 27

Regression Statistics Showing Relationships of Selected Variables to the Reading Score on the California Achievement Test

Variable	Multiple R	R Square	RSQ Change	*F* Value To Enter
LS2	.46867	.21966	.21966	28.71**
Income	.53546	.28672	.06707	9.50**
Math2	.57260	.32787	.04114	6.12**
Race	.58802	.34577	.01791	2.71**
Word Reading	.60711	.36859	.02281	3.54**
Teacher	.62614	.39205	.02347	3.75**
Older Siblings	.63873	.40797	.01592	2.58*
Father´s Education	.65000	.42249	.01452	2.39*
Other Variables	.70942	.50327	.00008	---

**Significant at the .01 level

*Significant at the .05 level

The posttest scores for Math, Word Reading, Income, and Teacher were significant at the .01 level. The variables of Race, Older Siblings, and Father's Education was significant at the .05 level.

Insert Table 28 about here

Results--Table 28

After the Math posttest variable was forced out, the most significant predictors of the Math subtest scores on the CAT for the 1983-84 subjects were Income, Environment posttest scores, Race, Teacher, Letters/Sounds pre- and posttest scores, and Word Reading subtest scores. All the variables except LS1 and LS2 were significant at the .01 level. These variables had a correlation of .676 with the Math score on the CAT and a R of .457. When the other variables were added, the prediction value of the equation was increased to .734.

Question 3

The third question which served as a basis for analysis in this report concerned selected variables and the measurement of the amount of association between the variables with Reading and Math subtest scores on CAT, Level 10. The statistical technique to analyze these associations was the Pearson correlation efficient.

Insert Table 29 about here

Results--Table 29

Fifteen of the 27 variables were statistically significant. Reading and Math Scores on the CAT were positively correlated with all post-subtest scores, Income, and items 2 through 8 on the parent questionnaire:

(2) Do you like to visit your child's school?

(3) Are you familiar with your child's work activities?

(4) Do you feel that your child's teacher cares about his/her feelings, work progress, and social life?

(5) How do you help with your child's school work?

(6) Does your child like to go to school?

(7) What activity does your child like best?

(8) What activity does your child like least?

Question 4

What is the reading achievement level of the kindergarten children at the completion of the school year?

Insert Table 30 about here

Insert Table 31 about here

Results--Table 30 and Table 31

Two optional subtests on SESAT II, Word Reading and Sentence Reading, were used for the analysis of this question. Scores are represented by percentile ranks, stanines, and quartiles shown in Table 30 and Table 31. Figures 5 and 6 graphically represent the subtest data for all the kindergarten children. Table 30 shows that 20 (20.6%) of the children had scores which fell into the first quartile (Q1). Thirty-

Table 28

Regression Statistics Showing Relationships of Selected Variables to the Math Score on the California Achievement Test

Variable	Multiple R	R Square	RSQ Change	F Value To Enter
Math2	.52117	.27162	.27162	38.03**
Income	.57270	.32798	.05636	8.47**
ENV2	.59991	.35989	.03191	4.99**
Race	.61918	.38338	.02348	3.77**
Teacher	.63953	.40900	.02562	4.25**
LS1	.64951	.42186	.01286	2.16
LS2	.66082	.43668	.01482	2.53*
Word Reading	.67589	.45683	.02015	3.52**
Other Variables	.73397	.53872	.00009	--

**Significant at the .01 level

*Significant at the .05 level

Table 29

Correlations of CAT Reading and Math Subtest Scores With Selected Variables

Predictors	Reading	Math
ENV2	.43836**	.44271**
Math2	.50619**	.52117**
LS2	.46867**	.46810**
AC2	.44344**	.45233**
Income	.31211**	.29729**
X2	.38888**	.39528**
X3	.24709*	.27391**
X4	.42281**	.42924**
X5	.39597**	.39033**
X6	.38567**	.43993**
X7	.21913*	.22012*
X8	.27162**	.25874**
Word Reading	.46025**	.48417**
Sentence Reading	.32086**	.36646**

**Significant at the .01 level

*Significant at the .05 level

four (35.2%) of the children taking the subtest had scores which fell into the second quartile (Q2). Twenty-one (21.6%) of the children taking the test had scores which fell into the third quartile (Q3), and 22 (22.6%) of the children taking the subtest had scores which fell into the top quartile (Q4). Forty-five percent of the children taking the Word Reading subtest made scores above the 50th percentile.

Figure 5 shows that 21% of the children's scores were in Q1 and another 35.2% were in Q2. Q3 and Q4 contianed 21.6% and 22.6%. Forty-four percent of the kindergarten children attending the 1983-84 session had Word Reading subtest scores above the 50th percentile.

Table 31 shows that 19 (19%) of those children had scores which fell into the first quartile (Q1). Twenty-six (27%) of the children taking the Sentence Reading subtest made scores which fell into the second quartile (Q2). Twenty-eight (35.6%) of the children taking the subtest made scores which fell into the top quartile (Q4).

Figure 6 shows that 19% of the children's scores were in Q1, 27% of the scores were in Q2, 35.6% of the scores were in Q3, and 18.4% of the scores were in Q4. Sixty-two percent of the children attending the 1983-84 Cooperative Demonstration Kindergarten had Sentence Reading subtest scores above 50th percentile.

Table 30

Frequency Distribution of Word Reading Subtest Scores Represented by Percentile Rank, Stanine, and Quartile

Frequency	% Rank	Stanine	Quartile
4	99	9	Q4
2	97	9	
1	91	8	
3	88	7	
5	86	7	
5	80	7	
2	77	7	
2	75	6	Q3
3	72	6	
6	68	6	
1	66	6	
2	62	6	
4	59	5	
1	56	5	
5	52	5	
7	46	5	Q2
4	42	5	
5	38	4	
3	35	4	
8	31	4	
7	27	4	
8	23	4	Q1
7	19	3	
2	16	3	
1	13	3	
2	10	2	

Figure 5

1983-84 Kindergarten Word Reading

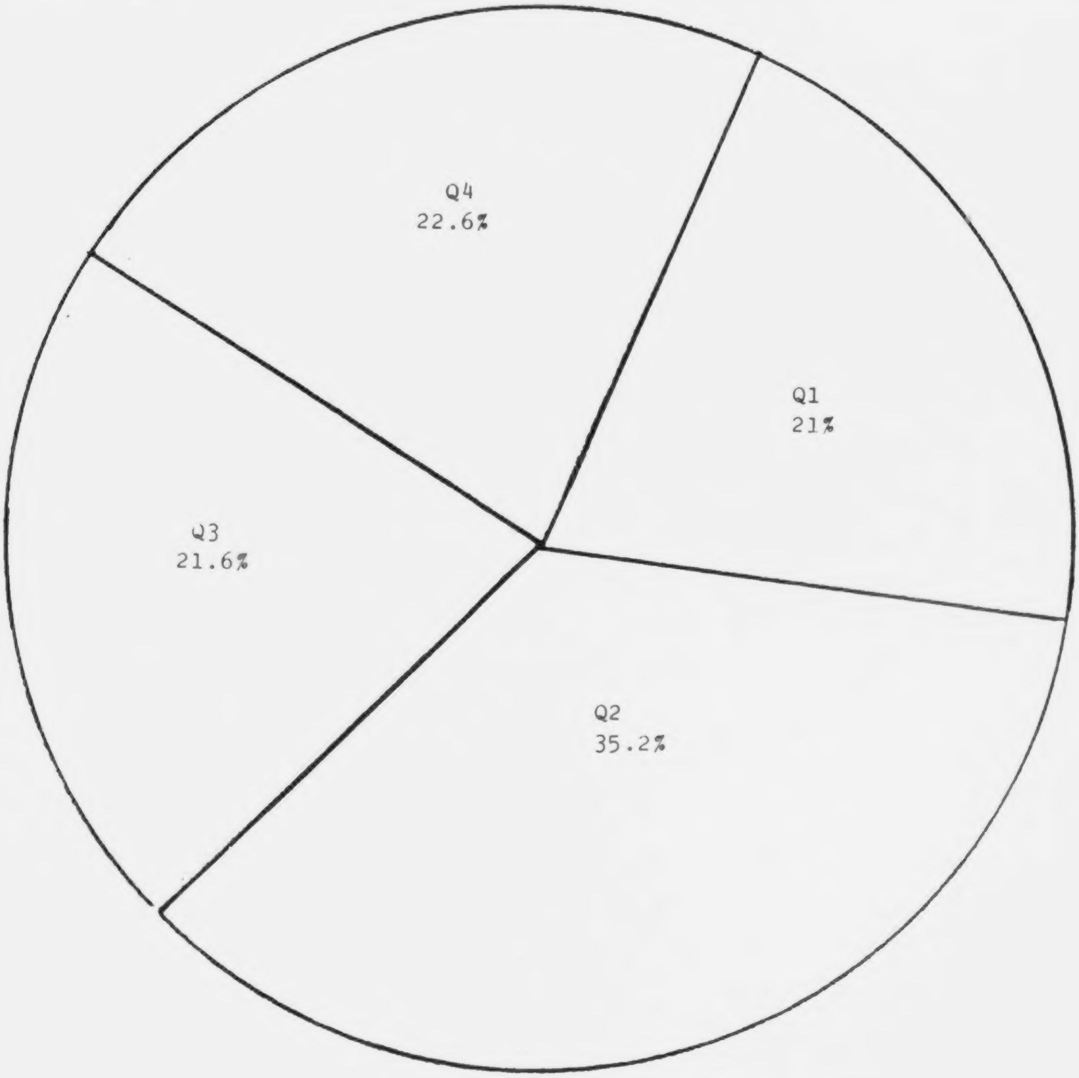


Table 31

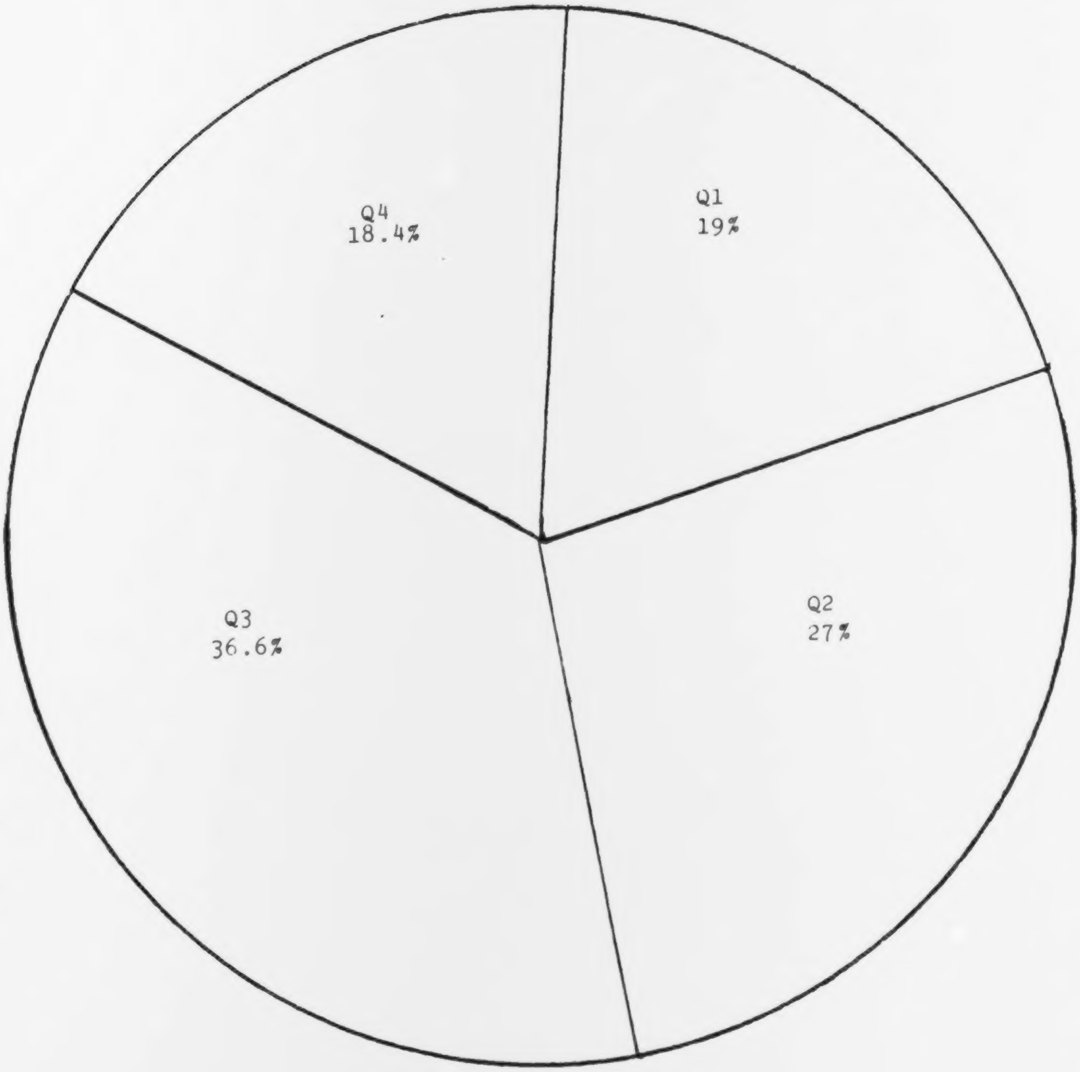
Frequency Distribution of Sentence Reading Subtest Scores

Represented by Percentile Rank, Stanine, and Quartile

Frequency	% Rank	Stanine	Quartile
3	99	9	Q4
2	97	9	
1	95	8	
2	86	7	
2	84	7	
1	82	7	
6	79	7	
1	77	7	
1	73	6	Q3
6	70	6	
8	65	6	
12	58	5	
8	51	5	
13	42	4	Q2
13	34	4	
6	25	4	Q1
7	18	3	
2	12	3	
3	8	2	
1	1	1	

Figure 6

1984-84 Kindergarten Sentence Reading



Data Analysis
August 1984 - August 1985

One hundred eleven students were selected to participate in the kindergarten using a stratified random selection of those who submitted an application. Information about 102 kindergarteners was included in the analysis of the data for the 1984-85 school year. This included:

Sex: 62 Boys 49 Girls

Race: 70 Caucasian 40 Minority.

A population summary for 1984-85 is presented in Summary 13. The parents' responses to the parent questionnaire are given in Summary 14.

Test Data Analysis

Question 1

How much gain in readiness was demonstrated by the kindergarten group? Data derived from the pretest and posttest measures for 101 children on the SESAT are summarized in Table 32.

Insert Table 32 about here

Results--Table 32

An examination of the *t* ratios when a *t* test was computed to determine whether significant gain occurred showed that significant gains were realized in all four areas of readiness as indicated by the four subtests (Environment, Math, Letters/Sounds, and Aural Comprehension). All were significant at the .001 level. An "effect size" was also computed to give a standardized measure of relative

Summary 13

Population Summary for 1984-85

Home Situation

91	Both parents at home
20	One parent at home

Total Family Income

62	Less than $20,000
47	More than $20,000

Siblings at Home

59	Older
36	Male
23	Female
46	Younger
23	Male
23	Female

Educational Level of Parents

9th Grade:

Mother	4
Father	2

11th Grade:

Mother	3
Father	10

12th Grade:

Mother	32
Father	17

Technical Training:

Mother	10
Father	7

Some College:

Mother	26
Father	20

Four Years of College:

Mother	20
Father	13

Advanced Degree:

Mother	16
Father	38

Summary 14

Parent Questionnaire
Summary for 1984-85

1. How did you feel about school when you were a child?

Positive	81	82.7%	Neutral	4	4.1%
Negative	12	12.2%	Other	1	1.0%
			Missing Observations	13	

2. Do you like to visit your child's school?

Yes	97	99%	No	1	1%	Missing Observations	13

3. Are you familiar with your child's work activities?

Yes	93	94.9%	No	4	4.1%	Missing Observations	13

4. Do you feel that your child's teacher cares about his/her feelings, work progress, social life?

Yes	94	95.9%	No	3	3.1%	Missing Observations	13

5. How do you help with your child's school work?

Discussion/Listening	6	6.1%	Other	1	1.0%
Direct Instruction	2	2.0%	Missing Observations	13	
Read to Child	0	0%			
Combination of ¢1-3	89	90.8%			

6. Does your child like to go to school?

Yes	97	99.0%	No	1	1.0%	Missing Observations	13

7. What activity does your child like best?

1.	Art/Music	9	9.5%	6.	Science/Social Studies	1	1.1%
2.	Field Trips	8	8.4%	7.	Sand/Water Play	3	3.2%
3.	Group Time	1	1.1%	8.	Language Arts	3	3.2%
4.	Outside Play	7	7.4%	9.	Everything	57	60%
5.	Math	6	6.3%		Missing Observations	16	

*All activities were liked equally well.

8. What activity does your child like the least?

1.	Art/Music	8	8.5%	6.	Science/Social Studies	1	1.1%
2.	Field Trips			7.	Sand/Water Play/ Woodworking	3	3.2%
3.	Group Time	2	2.1%				
4.	Outside Time	2	2.1%	8.	Language Arts	4	4.3%
5.	Math	8	8.5%	9.	No Dislikes	66	70.2%

Missing Observations 17

9. Do you believe your child will have success in school?

Much Success	79	81.4%	Not Much Success	0	0%
Some Success	18	18.6%	Missing Observations	14	

(summary continues)

10. Do you think you child is:

Smarter Than Average	49	50.0%
About Average	48	49.0%
Not As Smart As Average	1	1.0%
Missing Observations	13	

Table 32

Gains in Readiness 1984-85

Criteria	Pretest X	Pretest SD	Posttest X	Posttest SD	Effect Size	*t* Value
Environment	512.99	29.42	543.02	32.68	1.05**	10.70*
Math	416.14	34.37	504.47	49.79	2.3**	23.30*
Letters/Sounds	383.82	40.56	435.48	35.21	1.67**	16.87*
Aural Comprehension	516.06	36.12	553.06	33.63	1.26**	12.67*

*t > 3.5 significant at .001

**Effect Size (mean difference/standard deviation) > .6

gains. An effect size of 1.05 was found for Environment; 2.3 for Math; 1.67 for Letters/Sounds; and 1.26 for Aural Comprehension.

Discussion

The most relative gain in the subtest areas was achieved in Math followed by Letters/Sounds, Aural Comprehension, and Environment. Consistent with the philosophy and goals of the program, the program utilizes an environmental awareness approach. The units of study provide children with basic background experiences; and the planned activities encourage learning by doing, inquiry, and problem solving. The gain in math may reflect the attention given to questioning techniques directed at developing the critical thinking abilities of the children. The basic skills carry over into all of the academic areas in the program as indicated by the significant results in all subtests.

An effect size of .3 is considered as an acceptable measure of relative gain, and an effect size of .6 is considered by most program evaluators as being educationally significant. An effect size of 1.0 or more in subtest areas, Environment, Letters/Sounds, and Aural Comprehension, was realized, while 2.5 was reported for Math.

Question 2

What is the value of the selected variables for predicting pre-reading and math scores on the CAT which was given to the children in August, 1985? After forcing out the pretest variables, the variables considered as possible predictors were:

(1) subtest scores from the pretest SESAT I (Environment, Math, Letters/Sounds, Aural Comprehension) and the posttest SESAT II (Environment, Math, Letters/Sounds, Aural Comprehension, Word Reading, and Sentence Reading)

(2) sex

(3) birth year

(4) race

(5) home situation

(6) family income

(7) older siblings

(8) younger siblings

(9) educational level of mothers

(10) educational level of fathers

(11) ten questions on the parent questionnaire

(12) teacher

(13) session

(14) absenteeism

(15) self-concept from the Martinek-Zaichkowsky Self-Concept Scale for Children

The statistical technique used to analyze these relationships was a multiple regression program. Table 33 shows the relationship of the selected variables to the reading subtest scores on the CAT. Table 5 shows the relationship of the selected variables to the math subtest scores on the CAT.

Insert Table 33 about here

Results--Table 33

After forcing out the posttest variable, Letters/Sounds, the following variables made statistically significant contributions to the regression equation: Math II; question 7 on the parent questionnaire (What activity does your child like the best?); teacher; sex; Word Reading; Letters/Sounds I; birth year; mother´s educational level; Environment II; Math I; question 3 on the parent questionnaire (Are you familiar with your child´s kindergarten work activities?); question 4 on the parent questionnaire (Do you feel that your child´s teacher cares about his/her feelings, work progress, social skills?); income level of family; and the presence or absence of older siblings in the family. When combined with all of the other variables, the Multiple R was .93 and R Square was .87. In addition to the subtest scores for Math (I & II), Word Reading, and Environment II, parent questionnaire items 3, 4, and 7, teacher, sex, birth year, and mother´s education were significant at the .01 level. The variables of income and older siblings were significant at the .05 level.

Insert Table 34 about here

Results--Table 34

After the Math posttest score (SESAT II) was forced out, the most significant predictors of the Math subtest scores on the CAT for the 1984-85 subjects were the self-concept scores; questions 6 and 7 on the parent questionnaire (Does your child like to go to school? and What activity does your child like the best?); Aural Comprehension II and Math I subtest scores; sex; and home situation. These variables were significant at the .01 level. Father´s educational level was

Table 33

Regression Statistics Showing Relationships of Selected Variables to the Reading Score on the California Achievement Test

Variable	Multiple R	R Square	RSQ Change	*F* Value To Enter
SL2	.71272	.50797	.50797	97.047**
MA2	.83071	.69008	.18211	54.648**
X7	.84891	.72064	.03056	10.063**
Teacher	.86193	.74292	.02228	7.887**
Sex	.86756	.75265	.00973	3.541**
Word Reading	.87352	.76305	.01039	3.903**
SL1	.88296	.77962	.01657	6.617**
Hand	.88799	.78852	.00890	3.663**
BYR	.89196	.79560	.00708	2.979**
MOED	.89583	.80251	.00691	2.973**
ENV2	.89996	.80993	.00742	3.279**
MA1	.90577	.82041	.01049	4.847**
X3	.91026	.82857	.00816	3.902**
X4	.91348	.83445	.00588	2.877**
INC	.91594	.83894	.00449	2.231*
OCH	.91792	.84258	.00364	1.825*
Other Variables Combined	.93065	.86612	.00002	-----

**Significant at the .01 level

*Significant at the .05 level

significant at the .05 level. When the other variables were added, the prediction value of the equation was .93.

Question 3

The third question which served as a basis for analysis in this report concerned selected variables and the measurement of the amount of association between the variables with Reading and Math subtest scores on CAT, Level 10. The statistical technique used to analyze these associations was the Pearson Correlation Coefficient.

Insert Table 35 about here

Results--Table 35

Nineteen of the 35 variables were statistically significant. Reading and Math scores on the CAT were positively correlated with all subtest scores on SESAT I and SESAT II. Home situation, income (Mean - $15,000 or above) and mother's and father's educational level (Mean - 2 years of college), parent questionnaire items 7, 8, 9, and 10, and self-concept significantly correlated to CAT scores in Reading and Math.

Question 4

What is the reading achievement level of the kindergarten children at the completion of the school year?

Insert Table 36 about here

Insert Table 37 about here

Results—Table 36 and Table 37

Two optional subtests on SESAT II, word reading and sentence reading, were used for the analysis of this question. Scores are represented by percentile ranks, stanines, and grade equivalents shown in Table 36 and Table 37. Figures 7 and 8 graphically represent the subtest data for all the kindergarten children. Table 36 shows that one child's scores were in stanine 9, four children's scores were in stanine 8, nine children's scores were in stanine 7, 15 children's scores were in stanine 6, 28 children's scores were in stanine 5, 32 children's scores were in stanine 4, 11 children's scores were in stanine 3, and two children's scores were in stanine 2.

Figure 7 shows that 29% of the children's scores were in Q1, and another 31% were in Q2. Q3 and Q4 contained 25% and 15%. Forty percent of the kindergarten children attending the 1984-85 session had word reading subtest scores above the 50th percentile.

Table 37 shows that one child had a score which was in stanine 9, one child had a score in stanine 8, 14 children had scores in stanine 7, 12 children had scores in stanine 6, 35 children had scores in stanine 5, 18 children had scores in stanine 4, 15 children had scores in stanine 3, four children had scores in stanine 2, and two children had scores in stanine 1.

Figure 8 shows that 21% of the children's scores were in Q1; 32% of the scores were in Q2; 31% of the scores were in Q3; and 16% of the scores were in Q4. Forty-seven percent of the children attending the 1984-85 Cooperative Demonstration Kindergarten had sentence reading subtest scores above the 50th percentile.

Table 34

Regression Statistics Showing Relationships of Selected Variables to the Math Score on the California Achievement Test

Variable	Multiple R	R Square	RSQ Change	*F* Value To Enter
Math2	.86201	.74307	.74307	271.852**
Self-Concept	.87571	.76687	.02381	9.497**
X7	.88639	.78569	.01882	8.079**
X6	.89476	.80059	.01490	6.789**
AC2	.90354	.81638	.01579	7.742**
MA1	.90764	.82382	.00744	3.756**
Sex	.91105	.83002	.00620	3.208**
HO	.91540	.83796	.00794	4.265**
FAED	.91752	.84185	.00389	2.116*
Other Variables	.92652	.85845	.00004	--

**Significant at the .01 level

*Significant at the .05 level

Table 35

Simple Correlations of CAT Reading and Math Subtest Scores With Selected Variables

Predictors	Reading	Math
ENVII	.63**	.60**
MAII	.82**	.86**
SLII	.71**	.73**
ACII	.62**	.70**
ENVI	.40**	.44**
MAI	.52**	.65**
SLI	.68**	.64**
ACI	.58**	.60**
Home	-.26**	-.33**
Income	.35**	.35**
Mother's Education	.26**	.30**
Father's Education	.34**	.36**
X7	.30**	.27**
X8	.27**	NO
X9	-.22*	-.21*
X10	-.28**	-.34**
Word Reading	.50**	.51**
Sentence Reading	.36**	.28**
Self-Concept	.32**	.36**

**Significant at the .01 level

*Significant at the .05 level

Table 36

Frequency Distribution of Word Reading Subtest Scores

Represented by Percentile Rank, Stanine, and Grade Equivalent

Frequency	% Rank	Stanine	Grade Equivalent
1	97	9	2.2
2	95	8	2.0
2	91	8	1.7
1	88	7	1.6
2	86	7	1.5
1	83	7	1.5
2	80	7	1.4
3	77	7	1.4
1	75	6	1.3
2	72	6	1.2
6	68	6	1.2
2	66	6	1.2
4	62	6	1.1
6	59	5	1.0
4	56	5	1.0
1	52	5	K.9
1	51	5	K.9
6	49	5	K.9
4	46	5	K.8
6	42	5	K.7
4	38	4	K.7
7	35	4	K.6
5	31	4	K.6
11	27	4	K.5
5	23	4	K.5
3	19	3	K.4
6	16	3	K.3
2	13	3	K.2
1	10	2	K.2
1	4	2	K.0

Figure 7

1984-85 Kindergarten Word Reading

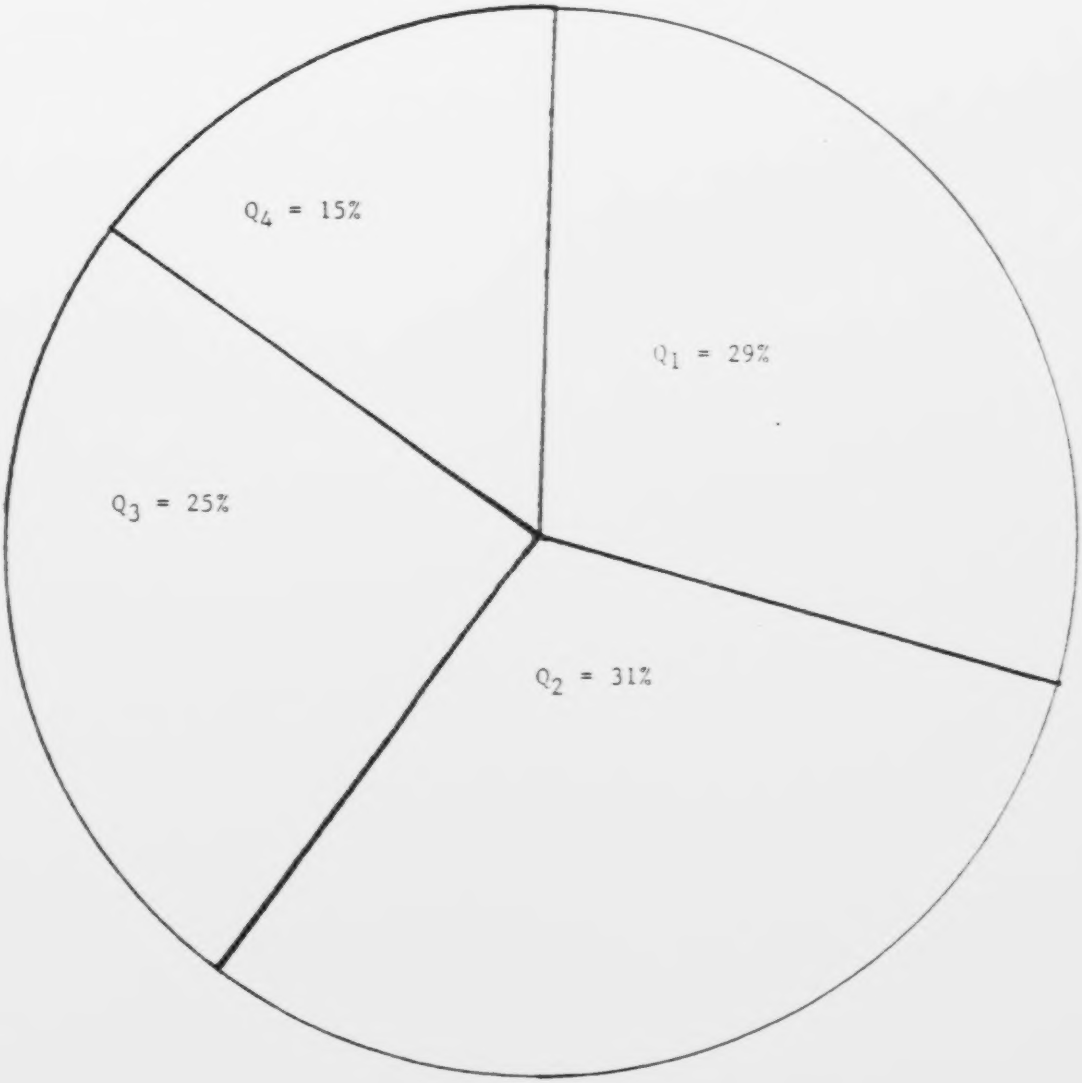


Table 37

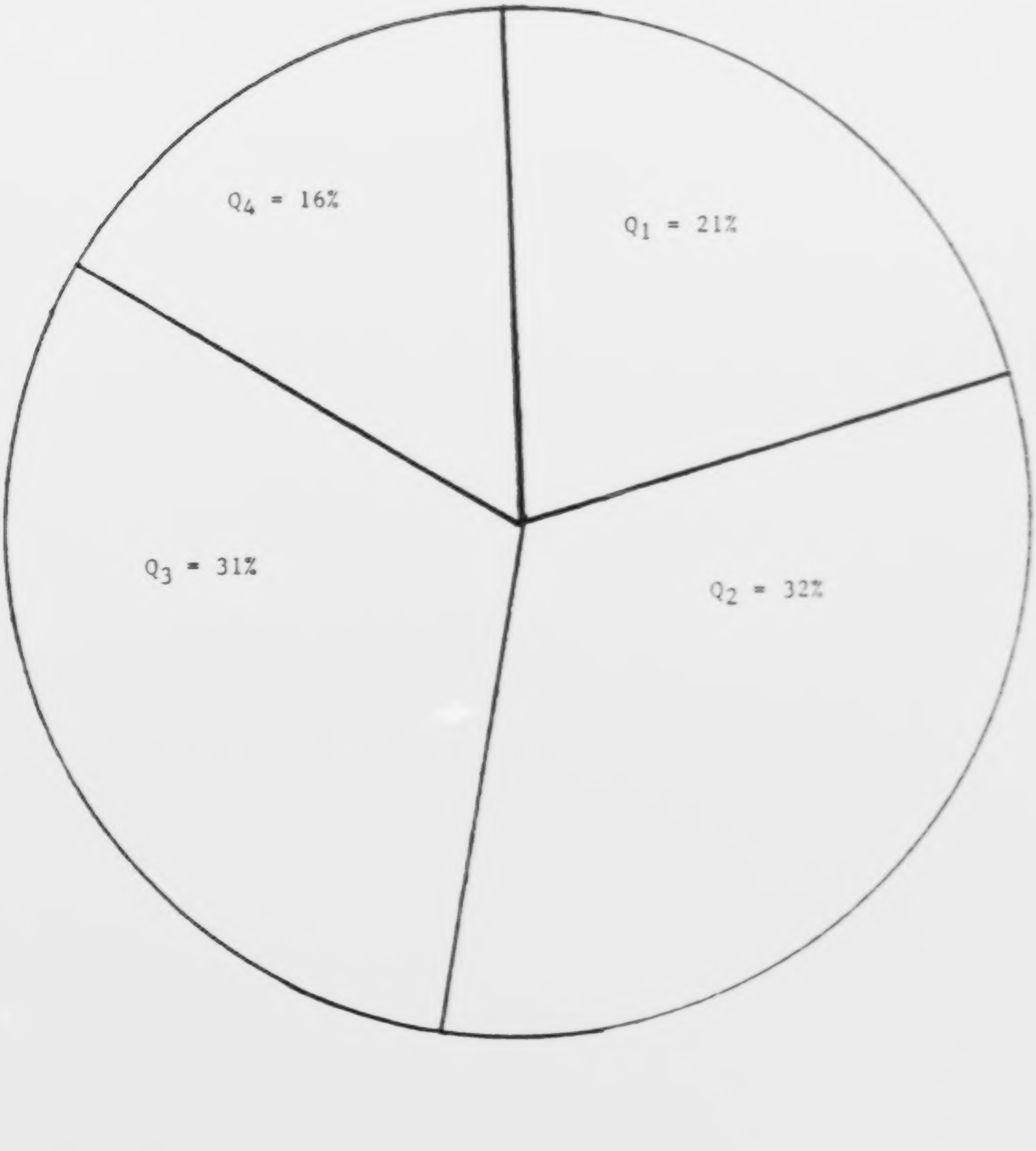
Frequency Distribution of Sentence Reading Subtest Scores

Represented by Percentile Rank, Stanine, and Grade Equivalent

Frequency	% Rank	Stanine	Grade Equivalent
1	99	9	3.1
1	95	8	2.2
2	86	7	1.6
1	85	7	1.5
3	84	7	1.4
1	82	7	1.4
3	79	7	1.3
4	77	7	1.3
2	73	6	1.2
4	70	6	1.2
6	65	6	1.1
7	58	5	1.1
13	51	5	1.0
15	42	5	K.9
11	34	4	K.9
7	25	4	K.8
10	18	3	K.7
5	12	3	K.6
3	8	2	K.5
1	5	2	K.4
2	3	1	K.3

Figure 8

1984-85 Kindergarten Sentence Reading



Part IV

Other Reports/Research

A Model for the Evaluation
# of the Stanford Early Achievement Test

By

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Paper Presented at the Annual
Mid-South Educational Research Conference
in New Orleans, Louisiana
November, 1980

A MODEL FOR THE EVALUATION OF THE STANFORD EARLY ACHIEVEMENT TEST

The Stanford Early Achievement (SESAT I) was developed to "aid in the assessment of the background of pupils upon entrance to school" and to provide a "baseline where instructional experiences in school may begin" (Madden & Gardner, 1969, p. 12). The purpose of this research was twofold. First, the SESAT I was analyzed to determine if the test is appropriate relative to the background experiences of students entering the Cooperative Demonstration Kindergarten Program (CDK). Second, the research was conducted to determine if a practical method of utilizing the results for curricular planning and program individualization could be developed.

The SESAT I is divided into four subtests. They are: (1) environment, (2) mathematics, (3) letters and sounds, and (4) aural comprehension. The test yields subtest scores and a total test score.

Each subtest was broken down into concept areas by a panel of elementary educators. This panel, consisting of professors, graduate students, and teachers in the field, analyzed the content of the questions and organized them according to the concept question. The concept areas defined were: ENVIRONMENT SUBTEST--clothing, stores/ factories, communications, transportation, geography, holidays, community helpers, health safety, basic science concepts, food selection/sources, animals; MATHEMATICS SUBTEST--one-to-one correspondence, conservation, geometry, simple operations, counting/ numeration, measurement, specific math language; LETTERS AND SOUNDS

SUBTEST—lower case letters, upper case letters, beginning consonant sounds; AURAL COMPREHENSION SUBTEST—memory knowledge, inference/logic, sequence.

The concept areas were examined on the basis of two criteria: (1) the appropriateness of the concepts to the prekindergarten experiences to which the group had been exposed and (2) the importance of the concepts to the related first grade programs in this district.

A t test was run on each subtest and on the entire test to determine whether or not a relationship between the scores of the normed group and the scores of the CDK children existed. The results of these tests are reported in Table 38.

Insert Table 38 about here

The percentage of the total group of CDK children and the percentage of the normed group who correctly answered each question were compared. An arbitrarily selected ±5 point range for each subtest was chosen for comparative purposes. Those items on which the CDK children did better than the normed group are denoted by a +, the items on which the CKD children did worse are indicated with a –. On the Environment subtest, 18 items were within the ±5 point range, 18 items had a difference greater than +5, and six items had a difference greater than -5. On the Mathematics subtest, seven items fell within the ±5 point range, 12 items had a difference greater than +5, and two items had a difference greater than -5 points. On the Letters/Sounds subtest, seven

Table 38

Subtest and Total Test Score Comparisons Between the Cooperative Demonstration Kindergarten Group and the Normed Group

	Sample X	Normed X	Sample S2	Normed S2	*t*
Environment	29.33	27.1	40.35	57.76	.34
Mathematics	15.4	13.2	33.95	27.04	3.71*
Letters/Sounds	15.1	11.3	43.56	27.04	6.40*
Aural Comprehension	16.7	15.8	19.83	24.01	1.61
Total	75.15	67.4	455.34	376.36	3.50*

*p = .01   df = 8388

items fell within the ±5 point range, 20 items had a difference greater than +5 points, and one item had a difference greater than -5 points. The final subtest, Aural Comprehension, had 14 items within the ±5 point range, 10 items with a difference greater than +5, and four items with a difference greater than -5 points.

Each concept area was examined. The number of correct responses for each question in each concept area was tallied, and the questions were ranked within the concept area and within the total subtest to indicate the question difficulty for the CDK group being examined. A computer program was developed to identify the total number of questions in each concept area correctly answered by each student.

Two methods were used to determine the relationship of the concept areas on the SESAT I to the first grade curriculum. The first grade science and social studies teachers were asked to complete a questionnaire indicating which concept areas were relevant to the material they covered in the first grade. The concept areas were embedded in a list of topics relevant to either social studies or science. This method was necessary because no standardized curriculum exists for these two subject areas. The reading and mathematics textbooks were examined to determine the relevance of the concept areas covered on the SESAT I to those included in the first grade instruction.

Based on this analysis of the SESAT I test results, there appears to be support for concluding that this test is appropriate for the evaluation of the background experiences of kindergarteners entering the Cooperative Demonstration Kindergarten Program for the year evaluated.

The results of the five t tests indicate that the material covered by the SESAT I is within the background experiences of this group of kindergarteners. The comparison of the difficulty of each question between the CDK children and the normed group can be used for two purposes. While the t tests indicate whether or not there are statistically significant differences, the percentile comparisons can be used to examine exactly which knowledge the children possessed that influenced the statistical results. Teachers are provided with some data about the specific questions on the test on which a higher or lower percentage of this kindergarten group successfully answered the questions than did the group on which this test was normed. The teachers may derive some benefit by examining extreme variations in the percentile scores on a particular question. This information may be used to evaluate content emphasis during the kindergarten year. These results may also help in the formulation of appropriate teaching groups and in individualization of instruction. It is recommended by this author that any decisions made on the basis of this information should be reinforced by using other informal evaluation procedures to ensure that the knowledge has really been mastered or does, in fact, require extra attention.

Whereas the percentile comparisons permit the examination of individual questions, the analysis of the concept areas provides a vehicle for the examination of related questions. The teachers can use the framework provided by the concept areas to look at individual and group scores in order to aid their decisions about the emphasis which will be placed on the various concepts.

The information gained from the individual performances on a concept area can be beneficial when determining which children need individual attention or small group instruction either for additional experiential background development or for enrichment activities which would allow a student to develop a deeper understanding of a concept area. This information can also be used to determine which available learning sources are most appropriate to the child´s level of intellectual development, and will be a useful guide for the teacher in determining the degree of instruction necessary to assure that the individual child receives the maximum benefit from such learning sources.

The rank ordering of the questions by concept area indicates which questions were considered to be most difficult for this group of students. The rank ordering of the questions by subtest can be helpful in indicating the difficulty of the questions within the concept area relative to the entire subtest. The child who correctly marks questions in an indiscriminate manner may possess knowledge without understanding; the child who correctly answers the easier questions within a concept area and misses the more difficult ones may have the requisite basis for further development and understanding. This information can provide the teachers with a baseline from which to initiate a continuing evaluation of the student´s individual needs.

The information collected from the social studies and science questionnaires and from the math and reading series indicates the general appropriateness of this test in terms of the future expectations of these children.

The concept areas tested by the SESAT I should, by no means, be considered inclusive of all areas of the Cooperative Demonstration Kindergarten Program's curriculum. Other concept areas must be evaluated by other means. This evaluation can, at best, give a direction in which to guide the kindergarten teachers in their student and program evaluation. This evaluation provides a vehicle by which the teachers can get some insight into the abilities and limitations of the particular group of students in the kindergarten program.

Reference

Madden, R., & Gardner, E. F. (1969). *Stanford early school achievement test*. New York: Harcourt Brace Jovanovich, Inc.

The Relationship Between Intellectual Achievement and Language Skills and Birth Order, Sex, and Family Configuration of Children

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Paper Presented at the
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November 13, 1980

CDK 1979-85

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The Relationship Between Intellectual Achievement and Language Skills and Birth Order, Sex, and Family Configuration of Children

Purposes of the Study

1. To determine if there is a significant relationship between birth order, sex, and family configuration and intellectual achievement of children.
2. To determine if there is a significant relationship between birth order, sex, and family configuration and language skills of children.
3. To determine if there is a correlation between birth order, sex, and family configuration and intellectual achievement and language skills of children.

Review of Literature

In recent years considerable amount of research has been conducted on the relationship between intelligence and verbal skills, and birth order, sex, and family configuration of children. Studies on this subject reveal conflicting views; but according to Zajonc, Markus, and Markus (1979), these conflicting views can be explained by a confluence model. This model basically considers the ratio between intellectually mature individuals and intellectually immature individuals within a family. At the birth of a sibling, the intellectual environment of the elder sibling is diluted. As the older child takes on the role as teacher for the younger child, the older child benefits in intellectual growth. When these two factors are considered, an orderly pattern emerges.

Intellectual growth as defined by Zajonc et al. (1979) is measured by mental age and not I.Q. scores. This intellectual growth is hypothesized to be a function of the family environment with a birth reducing its quality and the addition of an adult increasing it. As a result, the smaller the family the greater the impact of a birth or the departure or addition of an adult.

As children mature intellectually, the intellectual environment in the family improves. In a one- or two-child family, a second or only child may have an environment superior to the older sibling at the same age; but since they do not have the opportunity to serve as a teacher, they will have lower scores in intellectual ability at maturity than first borns (Zajonc et al., 1979; Breland, 1974, Lunneborg, 1968). It was found that larger spacing between siblings favors the younger child; but can be detrimental to the older child, since they have less opportunity to serve as a teacher (Zajonc & Markus, 1975; Circirrelli, 1967).

For very young children, the first born is intellectually superior. From age 3 to 13 the second born usually has a higher intellectual performance. Then at 13 or 14 years of age, the first born reappears as superior and remains in this position (Zajonc et al., 1979). This could explain the conflicting research related to intellectual development and birth order.

A study of middle class two-child families revealed that reading achievement is enhanced for first-born siblings having a sibling of the same sex, close in age, with boys scoring significantly higher than girls (Circirrelli, 1967). However, language achievement was significantly higher for girls.

According to Anastasi (1956), family size has no significant influence on intellectual achievement as socioeconomic status increases. Circirrelli (1967) and Koch (1954) found that a first-born child, regardless of sex, scored higher intellectually with a younger brother than with a younger sister. However, first-born boys from three-child families with two brothers do more poorly than those who have one sister. Koch (1954) found that first-born children, regardless of sex, scored higher when the sibling was at least four years younger.

Breland (1974) hypothesizes that children benefit from isolation from other children during early developmental stages; but that in later periods of development, the first-born benefits from the experience in the role as teacher for the younger child.

Lasko (1954) found that parents tend to talk to and teach their first-born child more than their second-born child. Sears, Whiting, Nowlis, and Sears (1954) found evidence to support the fact that mothers tend to show special devotion to first-born males. Koch (1954) hypothesized that first-born males are more stimulated and tend to be more stimulating to their younger siblings than is the female. This is due to a more vigorous, aggressive and competitive nature and not to his greater skill or knowledge. Koch also theorized that girls are more fluent in verbal skills, while boys have more understanding of word meanings.

Data Analysis

Children who were enrolled in the Starkville Cooperative Kindergarten between January, 1979, and May, 1979, were selected as subjects for this study. Total posttest scores for the Stanford Early Achievement Test (SESAT I), administered during April, 1979, were selected to calculate intellectual achievement. Scores from the prereading subtest of the California Achievement Test (CAT) administered during July, 1979, were used to calculate language skills. These scores were available for thirty-one of the forty children enrolled in the kindergarten.

In order to gather information on birth order, sex, and family configuration, a questionnaire was sent to the parents of each child. A significance level of .10 was set because of the small number of subjects in the study. Two questions served as the basis for this study.

Question 1

The first question which served as a basis for analysis in this study concerned the value of selected variables for predicting reading scores on the CAT and total scores on the SESAT I. The ten variables considered as possible predictors were family configuration, classified as: brother more than two years older, sister more than two years older, brother less than two years older, sister less than two years older, brother more than two years younger, sister more than two years younger, brother less than two years younger, and sister less than two

Table 39

Regression Statistics Showing Relationships of Selected Variables to the Reading Score on the California Achievement Test

	Multiple		Increase	*F* Value
Variable Entered	R	R2	in R2	To Enter
Brother less than 2 years older	.30138	.09083	.09083	2.89730*
Sister more than 2 years younger	.40268	.16215	.07132	2.70948*
Brother more than 2 years older	.47732	.22784	.06569	2.65560
Sister less than 2 years older	.53037	.28129	.05346	2.54405*
Brother less than 2 years younger	.56741	.32195	.04066	2.37411*
Birth order	.58765	.34533	.02338	2.10997*
Sister less than 2 years younger	.59097	.34925	.00392	1.76340
Sister more than 2 years older	.59183	.35026	.00101	1.48247
Sex	.59225	.35076	.00050	1.26064

*Significant at the .10 level of confidence years younger, birth order, and sex. The statistical technique used to analyze these relationships was a multiple regression program. Table 39 shows the relationship of the selected variables to the reading score on the CAT.

Insert Table 39 about here

Results--Table 39

Six variables made statistically significant contributions to the regression equation. Brother less than two years older had a correlation of .301 and and R2 of .091. Sister more than two years younger increased the R to .403 and the R2 to .162. The addition of the other seven variables to the equation increased the multiple R to .592 and the R2 to.351.

Conclusions

The most significant predictors of reading scores on the CAT for the subjects of this study were whether the child had a brother less than two years older and a sister more than two years younger. These factors accounted for .16 of the variance in reading subtest scores on the CAT. Adding the other seven variables to the equation increased the prediction value of the equation from .16 to .35, an increase of .19.

Table 40 shows the relationship of the selected variables to the total score on the SESAT I.

Insert Table 40 about here

Table 40

Regression Statistics Showing Relationships of Selected Variables to the Total Score on the Stanford Early Achievement Test

Variable Entered	Multiple R	R2	Increase in R2	F Value To Enter
Brother less than 2 years older	.30391	.09236	.09236	2.95114*
Sister less than 2 years older	.42188	.17798	.08562	3.03127*
Brother more than 2 years older	.49151	.24158	.06360	2.86676*
Brother less than 2 years younger	.52663	.27734	.03576	2.49459
Sister less than 2 years younger	.55816	.31154	.03420	2.26259*
Sister more than 2 years younger	.57145	.32655	.01501	1.93959
Sex	.58051	.33699	.01044	1.67006
Sister more than 2 years older	.58556	.34288	.00589	1.43493
Birth order	.58802	.34577	.00289	1.23319

*Significant at the .10 level of confidence

Results--Table 40

Four variables made statistically significant contributions to the regression equation. Brother less than two years older had a correlation of .304 and an R2 of .092. Sister less than two years older increased the multiple R to .422 and the R2 to .178. The addition of the other seven variables to the equation increased the multiple R to .588 and R2 to .346.

Conclusions

The most significant predictors of total scores on the SESAT I for the subjects of this study were whether the child had a brother less than two years older and a sister less than two years older. These factors accounted for .18 of the variance in total scores on the SESAT I. Adding the other seven variables to the equation increased the prediction value of the equation from .18 to .35, and increase of .17.

Question 2

The second question which served as a basis for analysis in this study concerned selected variables and the measure of the amount of association between the variables with reading scores on the CAT and total scores on the SESAT I. The statistical technique used to analyze these associations was the Pearson correlation coefficient. Table 41 shows the relationships of the selected variables to the reading score on the CAT and total score on the SESAT I.

Insert Table 41 about here

Table 41

Correlations of CAT Prereading Subtest and Total SESAT I Scores With Selected Variables

Predictor	SESAT I Total	Score r	CAT Prereading
Brother more than 2 years older	.06751		.07987
Sister more than 2 years older	-.01638		-.19607
Brother less than 2 years older	.30391*		.30138*
Sister less than 2 years older	.09571		.14647
Brother more than 2 years younger	-.23741		-.22017
Sister more than 2 years younger	-.07775		-.00097
Brother less than 2 years younger	99.00000**		99.00000**
Sister less than 2 years younger	-.27545		-.25008
Birth order	.07606		-.06713
Sex	-.07771		-.01616
Total posttest SESAT I	1.00000		.77555
Subtest CAT prereading	.77555		1.00000

*Significant at the .10 level of confidence

**A value of 99.00000 is printed if a coefficient cannot be computed.

Results--Table 41 and Conclusions

Two variables were statistically significant. A child with a brother less than two years older scored higher in both total SESAT I and the prereading subtest of the CAT. These variables were significant at the .10 level of confidence.

Summary and Conclusions

This study revealed that a child with a brother less than two years older scored higher in intellectual achievement and language skills. This is supported by the findings of Zajonc et al. (1979) that between the age of 3 and 13 the second born usually has a higher intellectual performance. Koch (1954) found that the total test score on the Primary Mental Abilities Test for five- and six-year-olds was higher for second-born children than for first-born. This also supports the hypothesis of Koch (1954) that first-born males are more stimulating to their younger siblings than is the female.

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Comparison of Variables
Contributing to Adjustment
# of Kindergarten Children

By

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Paper Presented at the Annual
Mid-South Educational Research Conference
in New Orleans, Louisiana
November, 1980

CDK 1979-85

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Comparison of Variables Contributing to Adjustment of Kindergarten Children

There is much speculation about attributes which influence positive feelings, both academically and emotionally, of young children. There is never just one reason for a lack of adjustment in children. Among the interacting variables effecting children, researchers must look toward parenting skills, children's developmental ability, self-concept, conservation skills, and the interpersonal skills of children's teachers. A study of the interaction of these variables might enlighten the search to find constructive environments which will nurture and protect our most valuable asset—the children of our world.

All educators are faced with the responsiblity to do what they can to provide meaningful experiences for children in a supportive environment. As educators become aware of the influencing variables which affect children, innovative programs designed to meet the apparent needs of children might ultimately contribute a greater ratio of successful experiences for children.

Children seem to come into the world wanting to learn. No one has to coax a child to reach out, pull up, walk, play with pots and pans, stack cans, etc. All of a sudden children are placed in a structured environment and told to sit down longer than most adults could tolerate, punished when they talk or move around; and the great philosophers of the world stand in wonder and bewilderment about the loss of learning drive in children.

Parents seem to be struggling to nurture attributes in children which would contribute to their ultimate success. Reaching the balance between neglect and indulgence or overprotectiveness seems to be so challenging that there is an increasing need for parent training workshops.

Researchers are being challenged to isolate contributing variables influencing successful experiences for children. The study has attempted to provide some information which might be helpful in meeting the complex needs of today's child.

Statement of the Problem

The study will view the interacting variables of achievement, self-concept, teacher personality, parent attitude and sex of children as these variables effect children's achievement and self-concept.

Definition of Terms Used

Parent Attitude - As measured by Hereford's Parent Questionnaire.

Teacher Attitude - As measured by the Truax Scale of Empathy, Warmth, and Genuineness.

Conservation - Abstract thinking ability in children.

Empathy - The ability to be aware of feelings and communicate this awareness to the other person. (Glenn, 1967)

Warmth - The ability to show a caring (acceptance) for the other person through listening, trusting, and acceptance of the person as a person. This is done mostly through the nonverbal communication. It is not warmth until the other person feels it. (Glenn, 1967)

Genuine - Being honest and open in relationships. (Glenn, 1967)

Relationship Scale - A scale determining levels of empathy, warmth, and genuineness.

Teacher Ability - Teacher ability as measured by the supervisors.

Self-Concept - The way children feel about themselves as measured by an informal self-concept survey. Rogers (1962) defines self-concept in terms of one´s perceptions about one´s own abilities.

Supervisor - The person to whom the teachers are directly responsible.

Affective Education - The consideration for feelings of children as they are learning.

Hypotheses

Hypothesis 1 - There will be no correlation between parent attitudes and achievement of children from the Cooperative Kindergarten Project.

Hypothesis 2 - There will be no correlation between the self-concept of kindergarten children from the Cooperative Kindergarten Project and their achievement.

Hypothesis 3 - There will be no correlation between the interpersonal skills of teachers as measured by Truax´s Scale of Teacher Effectiveness and the self-concept of children in the Cooperative Kindergarten Project.

Hypothesis 4 - There will be no correlation between the interpersonal skills of teachers as measured by Truax´s Scale of Teacher Effectiveness and the achievement of children in the Cooperative Kindergarten Project.

Hypothesis 5 - There will be no correlation between the conservation ability of kindergarten children from the Cooperative Kindergarten Project and their achievement.

Limitations

1. One limitation of the study is within the research design framework. Due to the nature of a causal comparative study, there will be no control over the independent variables.

2. The study can make statements about the Cooperative Kindergarten Project. The statements cannot validly be used to refer to a greater population.

3. Sackeim and Gus (1979) found that it is highly improbable for anyone to rate themselves accurately due to self-deception.

PROCEDURES

Population

The population tested was the children and their parents from the Cooperative Kindergarten Project in Starkville, Mississippi. The project represents combined efforts of Mississippi State University and the public school system. Dr. Gloria Correro is the chairman of Early Childhood Education at Mississippi State University and is also head of the project.

The Starkville area is influenced by the University. A third of the population is associated with the University in some way. Income levels of the children's parents range from $4,000 to above $30,000.

Method of Data Collection

The data was collected by sending home parent questionnaires. Children were individually tested at school by the investigator. The children took the test between 8:00 a.m. and 9:00 a.m. and 12:00 and 1:00 in the afternoon. Each child left the room individually with the examiner, went to a table in the hall, and worked the Piagetian Task Test and the Silhouette Survey of Self-Concept. Both tests were given in approximately twenty minutes.

In order to carry out the study, form instruments were administered to kindergarten children and their parents. The first instrument, Self-Concept Survey, was used to determine the children's current belief system about themselves. The second instrument used was Hereford's Parenting Questionnaire in order to review parents perceptions of children, as well as the confidence which they felt in dealing with their children.

The next instrument used was the Piagetian Task Test of Constancy of Mass and Liquid. This is an individually administered test designed to assess children's ability to conserve.

The instrument used to measure Interpersonal Skills of Teachers was originally developed by Charles Truax for the training of psychotherapists. Dr. Austin Glenn, of the University of Central Arkansas, reworked the scales to be used with teachers in 1969 to help teachers become aware of interactions with children. On the interpersonal scale, the teachers are asked to read a synopsis of graduating degrees of empathy and acceptance and to select the one which most nearly resembles how the teachers see themselves and their ability to relate to children.

An example of the Empathy Scale:

1.0 1.5	2.0 2.5	3.0 3.5	4.0 4.5
A hurtful response. Not attending to feeling.	Partially communicates awareness of feelings of children.	Surface feelings not recognized and attended to.	Response goes beyond the level of immediate awareness.

Treatment of Data

Data were analyzed using correlation coefficients. The specific purposes were to statistically analyze interacting variables which could effect each other in relation to kindergarten children. A product moment correlation matrix was calculated in order to present correlative coefficients between each pair of variables in the study.

In order to determine any predictive quality of the study, a regressive formula was employed.

The researcher utilized the SSPS Program at Mississippi State University.

Discussion of Results

Significant positive correlation coefficients were found between teachers and parents, and parents and self-concept of their children. These coefficients were .4. Significant correlations were also found between conservation of mass and liquid, and teacher personalities and self-concepts of their children. The correlative coefficients were .6. There was no significant correlation between teacher personality and children's achievement or self-concept of children and achievement.

Using the regression formula to predict achievement, only ten percent of the variation was explained. All of the variation was explained using the regression formula to predict the self-concepts of children. The R2 predicting children´s self-concept from teacher personality was .000.

There is a need for further study to determine other existing relationships effecting children as well as predictive studies to determine possible causes for children´s self-improvement.

In summary, it seems that constructive personal growth and change come about when the student sees and experiences a certain feeling or attitude in this relationship with teachers and parents. There seem to be feelings and attitudes which must be experienced by the parents and teachers and perceived by the students.

Rogers (1962) sums up the opinion of many concerned with education when he states:

> Gradually I have come to the conclusion that one learning which applies to all of these experiences is that it is the quality of the personal relationship which matters most. With some of these individuals, I am in touch only briefly; with others, I have the opportunity of knowing them intimately; but, in either case, the quality of the personal encounter is probably, in the long run, the element which determined the extent to which this is an experience which releases or promotes development and growth. I believe the quality of my encounter is more important in the long run than is

my scholarly knowledge, my professional training, my counseling orientation, the technique I use. (pp. 416-429)

Much research is needed in order to indicate patterns surrounding success and failure that we might eliminate failure. Perhaps the study will contribute to finding some answers from which children will benefit.

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Kindergarten Teachers Tell It Like It Is

by
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Paper Presented at the
Mid-South Educational Research Conference
in Nashville, Tennessee
November, 1983

INTRODUCTION

Concern for excellence in education has sent educators scurrying to attest to the fact that schools can and should be accountable - often done using standardized testing. Standardized testing is narrow, time consuming, and expensive. So it stands to reason that if there are other methods of evaluation that are less time consuming, less expensive, and contain a broader set of evaluative criteria, schools might consider using them. These methods do exist and are commonly known as classroom teachers and their predictions based on checklists, anecdotal records, and information from the home.

Do we rely too much on standardized testing and not enough on teacher prediction? In 1981, Vito Perrone wrote that the National Association of Elementary School Principals and the Association for Childhood Education International had recently expressed grave concern with the overemphasis placed on standardized testing in our schools. These groups maintain that standardized test scores should "never be the major source for any decision-making about a particular child" (10:78).

Hoepfner, Stern, and Nummedal (1971) after evaluating and rating hundreds of tests used for young children found them woefully inadequate for measuring what they had been intended to measure. Standardized tests have often been thought of as providing a scientific approach to a child's ability to perform that are much more valid than the teacher's judgement. A National Education Association Commentary (cited in Test Service Notebook Number 7) implied most teachers are unable to accurately estimate an individual's ability to perform. A number of years later

Daly (cited in Test Service Notebook Number 24) repudiated earlier "comments" by raising the question: "Are we relying too much on standardized tests?"

What has been discovered is that the classroom teacher, because of the daily day-in and day-out contacts with children, can provide important and accurate ratings about her children. In 1970-71, the North York Board of Education in Willowdale, Ontario (Virgin and Shecter, 1974) conducted a study to verify kindergarten teachers' ability to predict their students future general academic potential and reading achievement. Nine hundred and forty-seven pupils along with kindergarten teachers from 14 schools took part in this study. All teachers used a 5-point scale to rate their children in a rank order based on achievement and future academic potential. If a teacher thought a child might fail, the teacher was asked to give a reason for this viewpoint.

In 1973-74, all students in grades 2 and 3, who had participated in the earlier study and were still in the same school, were screened. This produced for third grade 42% of the original students, along with a small percentage of repeaters (4.5%) in second grade. Each of these students was then tested using the Metropolitan Achievement Test, word knowledge and math computation subscore, and the North York Self-Concept Inventory.

Significance at the .001 level was reported for both the teachers' ability to predict academic achievement (math computation and word knowledge) and future performance. There was no significant difference in the teachers' ability to rate the children's self concepts. The authors concluded that teachers have the ability to predict quite accurately what a large group can achieve but were less accurate predicting the achievement of individual students.

Results from an Arkansas Department of Education report (1980) in which teachers were asked to estimate the performance of individual children on specific objectives also indicated that teachers were statistically accurate in estimating math and reading performance in grades 1-3.

Teachers in the Morine-Dershimer (1978-79) study were asked to predict pupil success during three segments of the school year: September, November, and June. In September and November, teachers were to predict pupil success in reading for the year; and in June, they were asked to predict success for the next year. Predictions in September about successful students were more accurate than predictions about students in the less successful categories. November predictions were more accurate for all except one teacher even though the teachers had not used the test data. Morine-Dershimer attributed this phenomenon to "increased teacher-pupil interaction" (p. 60) since the beginning of school and to observations. In relation to national norms, teachers estimated the number who would achieve above the 60th percentile; but their estimations of those who would achieve at the 60th percentile were much more accurate at the local norm than at the national norm.

Dean and Kundert (1981) attempted to assess elementary school children from six years through 11 years of age by giving the WISC-R and two teaching ratings prior to teaching the children words that went with a design or a picture. Scores were obtained for abstract, concrete, and all words learned for all sessions. Their data supported the notion that "the single best predictor of children's overall performance on the learning task was verbal intelligence; with the addition of teachers' ratings" (p. 82). Considering the minimal amount of time needed for the teachers to rate students (5 minutes), the authors suggest the inclusion of teacher ratings not only for efficiency but reliability.

In 1979 (Perry, et al.) reported findings based on 211 kindergarten children evaluated on a series of tests (I.Q., achievement, and teacher ratings). At the completion of third grade, a random sampling was used from the original group to repeat the testing process. Kindergarten teachers were able to predict academic achievement three years hence. A finding not consistent with earlier predictive studies pointed out that teachers made more accurate predictions based on the child's social skills rather than the child's cognitive skills or behavior.

Gandara, Keogh, and Yoshika-Maxwell (1980) studied the effectiveness of teacher ratings, Piagetian number tasks, and a number proficiency instrument for predicting the academic performance of kindergarten children from three diverse cultural backgrounds: "Anglo, English-speaking; Mexican-American, English-speaking; Mexican-American, Spanish-speaking"(p. 174). Prediction accuracy by all or any of the methods was measured in first grade by the use of the Comprehensive Test of Basic Skills (using only the math and reading score). The kindergarten testing occurred in early September. The Piagetian number tasks and the number proficiency instrument were used to tap abilities not necessarily tied to language. Teacher ratings were completed in the spring of the kindergarten year.

Kindergarten teachers were able to predict the future first grade achievement for Anglo children but not the other groups. Reading and math scores from the Number Proficiency instrument were predictive for the Anglo children; only predictive in math for the Mexican-American, English-speaking children; and non-predictive for the Mexican-American, Spanish-speaking children. The Piagetian Tasks, mostly inconsistent for any subtotals or groupings, were the only predictors of first grade success for the Spanish-speaking and only in reading. Overall teachers' ratings were relevant for use with Anglo children, but unreliable with children from different cultural backgrounds.

Stevenson, et al. (1976) studied teacher ratings of 217 kindergarten children enrolled in 17 different classes. Teachers were given a scale on which they rated each child's cognitive skills, classroom skills, and personal skills. This was done four times: three months after the child entered kindergarten, at the end of the kindergarten year, and at the end of second and third grades. Achievement was measured by the Wide Range Achievement Test, which was administered prior to entrance in kindergarten and at the end of each grade.

The researchers found that kindergarten teachers were able to correctly rate their children after a very brief relationship and that these ratings held constant three years later. These ratings were most consistent in cognitive abilities and less consistent in the personal skills and classroom skills. They pointed out "Teachers' evaluations are in accord with those made by the children's mothers and later teachers and with achievement scores of the children themselves" (p. 517).

Becker and Snider (1979) reported findings concerning boys in classes for the emotionally handicapped. They reviewed the cumulative folders at 6th, 7th, and 8th grades and categorized the prior comments from all kindergarten and first grade teachers. Their data points toward the emotionally handicapped child being different as early as kindergarten or first grade. In their opinion, since teachers' descriptions are predictive of later special class enrollment, they should be consulted about placement because they demonstrate the potential to identify high-risk students.

Edna Shapiro (1977) in her chapter "Education and Evaluation: Cutting through the Rhetoric," expresses the viewpoint that "professionals have placed more credence in the results of a forty-five minute test than in the synthesis of knowledge and impressions gained in day-to-day, year-long contact with a child" (p. 162).

Finally, James A. Gallagher (1983), speaking during the "Great Debate" at the National Association for the Gifted said, "misusing and misinterpreting standardized testing in the elementary school should cause us to investigate a larger use of teacher prediction if we find that teacher prediction is at least the equal to our present methods."

METHOD

Therefore, this study was to determine how well the three kindergarten teachers who taught in the Cooperative Demonstration Kindergarten could predict the success or academic change of the 94 children in their classrooms for the 1982-83 school year. The Cooperative Demonstration Kindergarten is a program administered jointly by the Starkville Municipal Separate School District and the Mississippi State University College of Education.

One hundred students were selected to participate in the program by a process of stratified randomization. This procedure was used to insure that the school district population would be reflected in the make-up of the kindergarten population. Achievement gains were assessed by analyzing the pretest scores of the Stanford Early School Achievement Test, Level I (SESAT I, administered in September) and posttest scores of the SESAT II (administered in April). Two questions were to be answered:

(1) Was gain in readiness demonstrated as a standardized test?

(2) Is there a significant difference between teachers' predictions of academic gain or change as demonstrated by a standardized test?

Question 1

The first question concerned the gain in readiness. How much gain in readiness was demonstrated by the kindergarten group? Data derived from the pretest-posttest measures for 94 of the children on the SESAT are summarized in Table 42.

Table 42

Gains in Readiness 1982-83

	Pretest		Posttest		t	Effect
Criteria	X	SD	X	SD	Value	Size
Environment	30.374	6.033	34.275	4.410	9.50*	1.00
Math	17.264	4.709	22.506	4.483	13.15*	1.38
Letters/Sounds	16.802	5.961	21.165	5.162	9.00*	.94
Aural Comprehension	17.681	4.142	20.692	3.058	7.74*	.81
Total	82.385	17.90	98.637	14.465	14.23*	1.49

df = 90

*t 3.5 significant at .001

Insert Table 42 about here

Results--Table 42

An examination of the t ratios when a t test was computed to determine whether significant gain occurred showed that significant gains were realized in all four areas of readiness as indicated by the four subtests (Environment, Math, Letters/Sounds, and Aural Comprehension) as well as the total score on the SESAT. All were significant at the .001 level.

Discussion

The most relative gain in the subtest areas was achieved in Math followed by Environment, Letters/Sounds, and Aural Comprehension. Consistent with the philosophy and goals of the program, the program utilizes an environmental awareness approach. The units of study provide children with basic background experiences and the planned; activities encourage learning by doing, inquiry, and problem solving. The gain in math may reflect the attention given to questioning techniques directed at developing the critical thinking abilities of the children. The basic skills carry over into all the academic areas in the program as indicated by the significant results in all subtests.

Question 2

The second question which served as a basis for the study was to determine if a significant difference existed between the academic success of the children as determined by the SESAT and teacher predictions of the children's success or change. Teachers, who throughout the year had gathered information on each pupil through parent conferences, anecdotal records, and checklists, were asked prior to the posttesting to predict change in each child. They rated change as (1) little change, (2) average change, or (3) high change. Effect size was then paired with the predictions. An effect size of ".0" through ".3" was equated with litte change; ".31" through ".69" with average change; and ".7" on with high change. Data derived from a Chi Square is shown in Table 43.

Insert Table 43 about here

Results--Table 43

Teachers predicted that 36% of the kindergarten population would show "little" academic change, 54% of the population would show "moderate" change, and 4% of the population would show "high" academic change. Teachers accurately predicted 4.3% of the "little" change, 16% of the "moderate" change, and 3.2% of the "high" change.

While 4.3% of the predicted 36% "little" change was accurate, 9.6% attained "moderate" change, and 22.3% attained a "high" academic change. Teachers predicted that 54% of the population would change moderately. In addition to the 16% accurate prediction, 34% made "high" academic change while 4.3% did not attain moderate or above change. Of the 4.3%

Table 43

Comparison of Academic Gain Expected by Teachers with Actual Gain

Expected		Little Change	Average Change	High Change	Chi Square
		%	%	%	
Little	36%	4.3	9.6	22.3	
Medium	54%	4.3	16.0	34.0	
High	4%	1.1	0.0	3.2	4.53

X2 8.56, significant at .10

of the population that the teachers predicted would have "high" academic change, 3.2% was predicted accurately with 1.1% making "little" change.

Teachers predicted 23.5% of the change accurately. They underestimated 66% of the change and overestimated 5%. Predictions were not made for 5% of the population. The Chi Square which was 4.53 was not significant.

Discussion

There was not a significant difference between predicted and actual change in the kindergarten children. However, it is interesting to note the conservative way in which the teachers rated the children. Of the children who were expected to have little change, 22.3% had high change. Of the children who were predicted to have changed moderately, 34% exceeded the teachers' expectations. While these children may not have achieved at or above grade level, their gain or change from their entry level was "high" in respect to "effect size."

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ABSTRACT

Susanne M. Gamble, Doctor of Education, 1983

Major: Elementary Education, Department of Curriculum and Instruction

Title of Dissertation: Raising Thought Processes of Five-Year-Old Children to Improve Acquisition of Mathematic Ability

Directed by: Gloria C. Correro

Pages in Dissertation: 72 Words in Abstract: 346

ABSTRACT

The nature of this study was to determine whether training in prerequisite abstract ability would improve the acquisition of conservation. It focused specifically on how abstract ability is reflected in mathematical concepts.

The literature cited in this study indicated a direct relationship between precognition concepts and premathematical concepts. The same mental operations necessary for abstract ability are necessary for mathematical constructs.

The hypotheses which were generated from the study for treatment were:

1. When pretest scores are considered for covariants, there will be no significant differences in the posttest mean scores on the mathematical section of the Stanford Early School Achievement Test (Madden & Gardner, 1969).
2. There will be no significant difference between the experimental and control groups' ability to conserve before and after treatment

as measured by Piaget's Task Test of Constancy of Mass and Liquid (Piaget & Inhelder, 1964).

The population consisted of 96 kindergarten children from the Cooperative Demonstration Kindergarten Project. The children for the project were selected through a process of stratified randomization. This assumes that they were representative of the school district.

The first null hypothesis was retained because the significance did not reach the .05 level; however, the experiment did reach the .1 level, thus indicating a trend toward the acquisition of mathematical ability through training in the prerequisites of abstract thinking.

The second null hypothesis was rejected in favor of the alternative hypothesis with .01 significance. Evidently, the training in pre-abstract concepts affected the children's ability to conserve as measured by Piaget's Task Test of Constancy of Mass and Liquid.

Instruments used in the study were the Stanford Early School Achievement Test (Madden & Gardner, 1969) and Piaget's Task Test of Constancy of Mass and Liquid (Piaget & Inhelder, 1963). Level I of the Stanford Early School Achievement Test was used for the mathematical pretest and Level II was used for the mathematical posttest. Piaget's Task Test of Constancy of Mass and Liquid (Piaget & Inhelder, 1963) was used to measure cognition.

The mathematical data were analyzed through an analysis of covariance. The cognitive data were analyzed through the chi square statistical procedure.

CDK 1979-85

180

Treatment consisted of ten 20-minute sessions within a five-week period. During the sessions, the children were given instructions and allowed to explore classification, one-to-one matching, multiple class inclusion, seriation, reversibility, and spatial relationships.

The study indicated two important findings: (1) training in prerequisite abstract concepts had a direct effect on thinking, and (2) there was a trend toward the improvement of mathematical ability through prerequisite abstract training.

Curriculum Development Strategies
For Planning a Kindergarten Program

by

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Paper Presented at

Thirteenth Annual Meeting of

Mid-South Educational Research Conference

in New Orleans, LA

November 14-16, 1984

Curriculum Development Strategies For Planning a Kindergarten Program

What shall we teach? This "age-old" question has haunted educators since the inception of organized schooling. Today, with emphasis on accountability, the need to determine adequate and efficient means of defining curriculum is an urgent one. In Mississippi, the Accountability and Instructional Management Program (AIM) has caused educators to carefully consider the educational component of curriculum in their schools.

The problem in this study was to identify items from the Stanford Early School Achievement Test (SESAT) that would discriminate between high-achieving and low-achieving kindergarten students. The purpose of the study, consequently, was to afford program planners further information for use in program design. A prior study (Moss, 1980) had concluded that there "appeared to be support for utilizing the SESAT for program development."

Accepting the premise that classroom teachers can adequately evaluate student achievement (Correro and Turner, 1983), the three teachers at the Cooperative Demonstration Kindergarten (Starkville, MS) were asked to submit the names of 25 high-achieving and 25 low-achieving students who had attended the 1983-84 CDK program. The children's pretest responses to SESAT I items from the subtests, environment and mathematics, were used as discriminating variables in a discriminate analysis design.

The Environment subtest was used because concept areas embedded in the subtest are relevant to either social science or natural science and make excellent topics of units of study. The concept areas that have been identified are: clothing, industry, communications, transportation, geography, holidays, community helpers, health and safety, weather, plants, animals, electricity, light, gravity, and simple machines. The curriculum at the CDK incorporated these concepts into units of study.

The Mathematics subtest was selected for review because it has been in the area of math that CDK children have consistently (1979-83) experienced the most significant gains. This subtest also contains conceptual areas (such as comparison, seriation, shape/space, measurement, and basic operations) which are relevant to Piagetian research.

Analysis of the data revealed that there were items in both subtests which discriminated between high- and low-achievers. A classification of those items into various identified concept areas provided valuable information for planning the 1984-85 kindergarten curriculum. The indication was that more emphasis should be put on some of the concept areas and that many components of the existing curriculum were adequate.

A discriminant function anaylsis across the two groups was used to determine which of the 42 Environment subtest items would discriminate between the two groups. The discriminant analysis identified 18 variables (See Table 44) of the 42 as the best set of discriminators between the two groups. Four of the 18 variables were individually statistically significant at the .01, and four more variables were individually statistically significant at the .05.

Insert Table 44 about here

All five of the items identified in the concept area, Health/Safety, were in the set of discriminating Environment subtest items (See Table 45).

Insert Table 45 about here

A discriminant function analysis across the two groups was used to determine which of the 20 math subtest items would discriminate between the high achievers and low achievers. The discriminant analysis identified a set of 15 items (See Table 46) as the best set of discriminators between the two groups. Seven of the 15 items were individually statistically significant at the .01, and one other item was statistically significant at the .05.

Insert Table 46 about here

Each of the concept areas was represented in the identified set (See Table 47).

Insert Table 47 about here

Table 44

Set of Environment Subtest Variables Discriminating Between High Achievers and Low Achievers

	High		Low		Discriminant	Univariate
Variable	X	SD	X	SD	Function	F
E1	1.00	.00	1.20	.41	-.63	6.00*
E4	1.96	.20	1.92	.28	.61	.34
E8	1.88	.33	1.60	.50	.54	5.44*
E10	1.88	.33	1.84	.37	-.43	.16
E11	1.80	.41	1.80	.41	-.56	.00
E13	1.28	.46	1.20	.41	.88	.43
E19	3.00	.00	2.44	.72	1.26	15.48**
E21	1.24	.66	1.64	.91	-.25	3.17
E23	2.84	.47	2.52	.71	.39	3.50
E24	2.88	.43	2.44	.86	.57	5.10*
E27	2.04	.20	2.16	.47	-.84	1.37
E31	2.00	.29	2.16	.69	.28	1.15
E32	1.40	.76	2.40	.82	-.70	20.00**
E34	2.00	.29	2.20	.71	.93	1.71
E36	1.08	.28	1.92	.86	-.43	21.51**
E39	2.88	.33	2.20	.50	.55	32.11**
E40	2.60	.71	2.40	.58	.62	1.20
E42	2.60	.65	2.04	.89	.49	6.49*

Table 45

Natural and Social Science Concepts Identified in Environment Subtest of SESAT	Distribution of Environment Subtest Items
Biological Science	
Health/Safety	E23*, E27*, E32**, E34*, E42**
Plants	E4*
Animals	E8**, E26, E28, E29, E31* E33, E35, E37, E39**
Physical Science	
Weather	E36**, E40*
Electricity	E38
Gravity	E25, E41
Simple Machines	E30
Light	E24**
Social Science	
Clothing	E1**, E7, E13*, E22
Industry	E2, E15, E18
Communications	E3, E17
Transportation	E5, E9, E12, E20
Geography	E6, E10*, E19**
Holidays	E11*
Community Helpers	E14, E16, E21*

*Identified in set of discriminating items.

**Individually statistically significant as well as being a part of the set of discriminating items.

Table 46

Set of Math Subtest Variables Discriminating Between High Achievers and Low Achievers

Variable	High X	High SD	Low X	Low SD	Discriminant Function	Univariate F
M3	4.00	.00	3.00	1.41	1.32	12.50**
M4	3.00	.00	2.80	.87	.98	1.33
M7	2.21	.33	2.04	.74	-.39	.25
M8	2.80	.58	2.72	.69	-1.08	.20
M9	3.60	1.00	3.32	1.15	-.76	.85
M11	1.36	.99	2.44	1.39	-.45	10.01**
M12	1.08	.28	1.80	1.26	-.51	7.81**
M14	3.76	.83	3.08	1.12	1.11	6.00*
M16	2.16	.75	1.96	1.10	.27	.57
M20	2.00	.00	2.40	.91	.36	10.80**
M21	3.68	.75	2.68	1.15	.66	13.37**
M22	3.44	.77	3.20	1.00	-.61	.91
M23	2.64	.57	1.96	.61	.21	16.60**
M25	1.44	.92	2.64	1.11	-.67	17.31**
M26	2.40	.87	1.96	.84	.71	3.32

*sig. .05

**sig. .01

Overall Discrimination ***

Chi Square = 83.57 (df 15)

*	.05	25.00
**	.01	30.58
***	.001	37.70

Table 47

Math Concept Areas Identified in Math Subtest of SESAT	Distribution of Math Subtest Items
Comparison	M1, M3**, M5, M7*, M11**, M17, M27
Seriation	M4*, M14**, M18, M20**, M23**, M24, M25**
Measurement	M2, M9*, M12**, M15
Shape/Space	M6, M13, M16*
Basic Operations	M8*, M10, M19, M21**, M22**, M26*, M28

*Identified in set of discriminating items.

**Individually statistically significant as well as being a part of the set of discriminating items.

Mississippi State Cooperative Demonstration Kindergarten Readiness Gains in 1983-84

by

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Paper Presented at

Thirteenth Annual Meeting of

Mid-South Educational Research Conference

New Orleans, LA

November 14-16, 1984

INTRODUCTION

In a great many schools around the country, careful, thoughtful efforts to improve have been successful in many ways, accruing benefits to students, teachers, and the school as a whole. These successes are not random. They have resulted from a conscious and long-term commitment of federal and state governments to encourage and support school growth by providing a few extra sources and an array of strategies and programs from which to choose.

Through the Education Reform Act of 1982, the Mississippi legislature enacted far-reaching educational reforms and educational improvement laws. In commenting about the ERA, Governor Winter wrote...

> "The Education Reform Act of 1982 will have immediate as well as far-ranging effects on our current educational system. The wide spectrum of issues addressed is unprecedented, beginning with an emphasis on early childhood development and stretching to postsecondary programs for teacher improvement. We have made great progress with the passage of this act, but we still have a long way to go. The correct implementation of these programs is essential to our continued progress. All citizens who share a concern for education now have the added responsibility of working toward successful implementation of the Reform Act so that our young Mississippians will realize the full benefits of our earlier endeavors" (Correro and Turner, 1983, p. 3)

As a pioneer in the effort of educational reform in the state of Mississippi, the Starkville Municipal Separate School District, in conjunction with Mississippi State University College of Education, created the Cooperative Demonstration Kindergarten in the fall of 1979. The program is based upon the cognitive-developmental approach which holds that the concept of the kindergarten is best realized in a prepared environment - an environment that reflects the philosophy of the program and one in which the principles of child development and learning theory can flourish...

> "The more new things a child has seen and heard, the more he wants to see and hear. The rate of a child's intellectual growth, then, is a partial function of environmental opportunity and circumstance" (Division of Instruction; Mississippi State Department of Education, p. 29)

The Cooperative Demonstration Kindergarten seeks to provide a broad variety of background experiences for kindergarten students to develop intellectual skills. Research conducted by Piaget indicated that intelligence emerges as it is nurtured and it grows as the child has things to act upon (Burgess, 1965). Furthermore, Neubauer (1965) suggested that rich and varied direct experiences are needed in the early years to provide a solid foundation for the subsequent development of facility in symbolic manipulations.

The Mississippi State Cooperative Demonstration Kindergarten has provided a sound model for the development of kindergarten programs. Toward the goal of improved achievement, the kindergarten classrooms are planned with areas of interest called learning centers. These centers allow the children to make choices, move freely and independently, learn to cooperate and communicate with others, control their own behavior, and learn through first hand experiences. In doing so, the child develops a positive attitude about himself and learning.

The development of early childhood programs often centers on the acquisition of readiness skills. One of the major areas of concern is reading readiness. According to Hall (1979), the teaching of reading must be language centered to capitalize on learner's existing language competence and performance as they learn to process written language for meaning. Therefore, the Cooperative Demonstration Kindergarten uses no basal texts, substituting instead a reading readiness program based on the language-experience approach (Allen, 1976). The premises on which language-experience approach are based include consideration: (1) of the language learning children bring to school, (2) of the conditions which foster language and readiness for reading acquisition, and (3) of the use of relevant content and language for reading readiness development in young children. If teachers' principal goal of education is as Piaget says, "...to form minds which can be critical, can verify, and do not accept everything they are offered," then they must create and direct reading instruction that allows children to invent, to discover, and to test (Stauffer, 1971, p. 28-29). Not only are teachers obliged to nurture the inquiry process but also to vary the demands made on each mind to make judgements. The teaching techniques which emphasize learning by doing, inquiry, and problem solving in a language-experienced based curriculum program have contributed to significant gains in reading as well as other areas as measured by the Stanford Early Achievement Test (1969).

METHOD

This report has been developed to evaluate the effectiveness of the Cooperative Kindergarten Project for the 1983-84 school year in the area of achievement gains made by kindergarten children.

The data used to evaluate the achievement gains of the kindergarten children will include pretest scores from the Stanford Early Achievement Test, Level I (SESAT I which was administered to the children in September, 1983) and posttest scores from Level II (SESAT II which was administered to the children in April, 1984). Data derived from the pretest-posttest measures for 95 of the children on the SESAT are summarized in Table 48.

Insert Table 48 about here

An "effect size" was also computed to give a standardized measure of relative gains. An effect size of .3 is acceptable, and an effect size of .6 is considered by most program evaluators as being educationally significant. The "effect size" for the subtests concerning environment, math, and aural comprehension were beyond .6; consequently, gain in readiness in these areas was educationally significant for the kindergarten children.

Results

An examination of the t ratios derived when a t test was computed to determine whether statistically significant gain occurred showed that significant gains were realized in all four areas of readiness of the SESAT. All were significant at the .001 level.

Table 48

Gains in Readiness

	Pretest		Posttest		Effect	*t*
Criteria	X	SD	X	SD	Size	Value
Environment	511.74	31.08	542.94	32.94	1.00**	10.87*
Math	446.85	25.30	508.68	46.63	2.44**	15.96*
Letters/Sounds	424.75	50.97	444.67	40.34	.39	5.26*
Aural Comprehension	515.08	27.70	547.03	29.79	1.15**	13.87*

*significant at .001

**Effect Size (mean difference/standard deviation) > .6

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Kindergarten: What Happens

by

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Appears in Volume 9, No. 3 of Phi Delta Kappa Newsletter

Mississippi State University Chapter

May, 1984

(Taken from Phi Delta Kappa Mississippi State University Chapter Newsletter, Volume 9, No. 3, May, 1984)

RESEARCH NOTES

Kindergarten: What Happens?

Public kindergartens, while mandated as part of the Education Reform Act of 1982, are not new to some school districts. Among these is the Starkville Municipal Separate School District which, in cooperation with Mississippi State University's College of Education, has been operating a demonstration kindergarten for five years. Unlike the programs of some other school districts, which are funded by Chapter I (of the ESEA) funds for the remediation of readiness skills deficiencies, the Starkville-MSU effort is for students of all ability levels. Actual operation began in 1979 with an entering class of 40 students and two instructors; this year 100 students and three instructors comprise the participants. Heading the effort--and preparing the research findings each year--for MSU are Gloria Correro and Jim Turner.

One of the reasons that this cooperative kindergarten has so much research potential is that, due to the limited number of students who can participate, selection of students each year is conducted according to a stratified random sampling from all applications submitted by parents. This assures that each year's class will be representative of all students who would have enrolled had more teachers and classrooms been available. The possibility of using the unselected students as an ideal comparison group raises some exciting research opportunities.

Longitudinal data are being collected on the participating students, and follow-up studies are planned when students finish grades six and twelve. In the meantime, though, there are some interesting results which can be discussed.

Each year of the study, the students′ readiness scores have been obtained on the Stanford Early Achievement Test (SESAT), Level I, and the end-of-year readiness scores on the SESAT, Level II. In addition, the beginning of first grade performance in pre-reading and mathematics scales of the California Achievement Test (CAT), Level X have been obtained. Finally, various other mini-studies have been conducted by MSU students, professors, and the Starkville instructors. Some of these are summarized here.

1. What kinds of students are in kindergarten?

The students who participate in the kindergarten program tend to be above the national norm in readiness skills upon entry. A brief summary of standardized differences is presented in lower half of Table 49. The "effect size" is simply a standard z-score showing how much above the national norm the entering students scored. The percentile rank is the relative status on the norms of the median level of the Starkville students. From these results, it′s clear that the students in the program are pretty capable at the start of their kindergarten experience.

2. How much do these students improve their readiness skills?

The standardized changes ("effect size") in readiness scores for each subtest of the SESAT are summarized, year by year, in the upper half of Table 49. As a means of comparison, the old Title I guidelines suggested that a change of .33 standard deviations or more is "educationally significant." From the results in Table 49, the largest gains are being obtained for mathematics, though the relative order and magnitude fluctuates from year to year. Each and every comparison yielded a change of at least .33 standard deviations! (The results for the 1979 year were obtained over only a four-month period!)

3. What variables predict CAT scores at the beginning of the first grade?

Not surprisingly, the SESAT I and II scores taken together can account for or "explain" about 30-37% of the variation in CAT reading and mathematics scores at the start of first grade. Some other variables though have been found to add important explanatory power. A few of these are: (a) the number of absences—Pupils with higher absences during the kindergarten year scored lower, on the average, on the CAT reading test in 1982 than did those students with better attendance records; (b) parent perceptions of their early school experiences—Students whose parents reported their early schooling as enjoyable performed better, on the average, on the CAT reading and math test in 1982 than did children whose parents reported those early school times as unpleasant; (c) mother's education—For those students taking the CAT in Fall, 1981, the average scores on students whose mothers had more years education were slightly better than those of students whose mothers had fewer years of education; (d) perceptions of teacher concern—For the 1981 CAT results, there was a modest correlation between the performance of students on the CAT test and how much their parents perceived the kindergarten teacher as caring about or being concerned for the child's progress; and (e) parental perception of a child's ability was modestly correlated with the 1981 CAT results.

4. How do these students fare in first grade?

The batch of students who participated in the second (1979-80) year of the kindergarten program were tracked during grade 1. On the CAT test, their pretest to posttest scores (August to April) improved dramatically; on the order of .81 standard deviations in reading NCE (normal curve equivalent--analogous to a percentile rank), from 38 to 60, and .72 standard deviations in mathematics NCE, from 53 to 69. In other words, not only did their scores on the test improve, but their status relative to the national norms also increased.

Anytime one gathers together capable and concerned teachers, university advisors who understand early childhood education, and students whose parents want the very best education, people expect the outcomes to be good. For a program to show consistently good performance for five years running, though, suggests that the phenomenon is no fluke.

While there are yet many more fertile areas for research in this project (for instance, comparing the performance of the students who were able to attend kindergarten with their unselected peers), all the folks involved with the cooperative kindergarten should be proud of their efforts.

Insert Table 49 about here

Table 49

Summary of SESAT Gains and Norms Group Comparisons, 1979 to 1982-83

Variable	1979	1979-80	1980-81	1981-82	1982-83
Students	40	80	77	81	94
	SESAT Standardized Gain				
Environment	.81	1.05	.81	.36	.65
Mathematics	.61	1.19	.92	.64	1.11
Listen/Spkg.	.35	.92	.91	.41	.73
Aural Comp.	.68	1.19	1.09	.38	.73
	Comparison with norms group (pretest)				
Environment	.05 (52)	.24 (68)	.34 (63)	.56 (71)	.43 (67)
Mathematics	.52 (70)	.41 (66)	.73 (77)	.96 (83)	.78 (78)
Listen/Spkg.	.86 (80)	.78 (78)	.94 (83)	1.18 (88)	1.06 (85)
Aural Comp.	.31 (62)	.17 (57)	.25 (60)	.53 (70)	.38 (65)
Total	.48 (68)	.45 (67)	.61 (73)	.92 (82)	.77 (78)

Note: Values in parentheses are equivalent percentile rank.

ABSTRACT

Beverly Dixon Shaklee, Doctor of Education, 1985

Major: Education (Elementary Education), Department of Curriculum and Instruction

Title of Dissertation: The Effectiveness of Teaching Creative Problem Solving Techniques to Enhance the Problem Solving Ability of Kindergarten Students

Directed by: Neil G. Amos

Pages in Dissertation: 94 Words in Abstract: 350

ABSTRACT

The purpose of this research was twofold: (1) to determine if using creative problem solving techniques can increase problem solving skills for kindergarten students and (2) to determine if there was any relationship between gender or time of day taught to the acquisition of problem solving skills. The practical significance of the treatment was computed using a comparison of pre- and posttest experimental and control group means to determine effect size. Observations of language fluency were recorded for the experimental groups.

Eighty-three kindergarten students ($n = 83$) were divided into experimental morning, control morning, experimental afternoon, and control afternoon groups. Students were randomly assigned to classes and classes were randomly assigned to experimental and control conditions. Experimental groups received 18 lessons, 30 minutes per lesson, in creative problem solving while the control groups participated in the regular curriculum. All groups were pretested using _Think It Through B_ and posttested using _Think It Through C_ (ETS, 1974).

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Raw scores on the tests were transformed to conversion scores and analysis of covariance was computed. The pretreatment equivalence was determined by a *t*-test on the composite scores of the *Stanford Early School Achievement Test*, Level 1, Fall 1984 administration. Effect size was computed using a comparison of pre- and posttest standard scores on *Think It Through B* and *C* for experimental and control groups. Language fluency data were recorded from three observations of each of the experimental groups brainstorming for three minutes of the same topic. The results of the study were:

1. A correlated *t*-test revealed no significant ($p < .05$) difference in achievement prior to treatment between experimental and control groups.
2. The analysis of covariance revealed no significant ($p < .05$) differences in main effects or interactions.
3. The effect size computation revealed an educationally significant impact (.8) of the treatment on the experimental group. A medium effect size (.6) was obtained for the control group.
4. The adjusted mean scores for the experimental and control groups revealed higher scores for the experimental groups when grouped by treatment and gender. When grouped by time of day taught, the experimental afternoon group evidenced the highest adjusted mean score.
5. The fluency scores for the experimental groups revealed increases for both groups with the afternoon class generating slightly more ideas.

Self-Concept Measures of Kindergarten Children

by

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November 6-8, 1985

CDK 1979-85

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Self-Concept Measures of Kindergarten Children

Are humans able to view their own selves accurately? Is the phenomena of self ever accurately assessed at any stage of life - and if it is, when does one develop the insight to accurately "know thyself"?

Apparently, until recent history, the picture that human beings of all ages had of themselves, especially school children, wasn´t of major concern to anyone except the individuals themselves.

Using the Thesaurus of ERIC Descriptors and the Library of Congress Subject Headings to compile a list of key words such as self-concept, self-appraisal, self-actualization, self-esteem, self-perception, etc., for reviewing the literature produced no reported research studies prior to the 1940´s in either the Reader´s Guide to Periodic Literature, 1890-1939, or the Education Index, 1932-1938. The term self-concept was never used in these sources and references that seemed potentially useful turned out to be of the moralizing variety or concerned with mental health.

In the 1940´s, one article, "Self Appraisal of Children" (Tschechlelin, 1945), concerned itself with the personalities of elementary school children and their teachers´ perceptions of the children´s personalities. The children rated themselves, then their teachers were asked to rank the students using the same characteristics. One of Tschechlelin´s major concerns rested with the validity of any instrument in which the students conceivably could choose those characteristics they wished to possess rather than accurately mark those they did possess.

During this period through the late 1950's, some interest in self-concept is indicated by the increase in the number of article references in the Education Index, Reader's Guide to Periodic Literature, and the International Index of Periodicals. Four studies appeared that concerned high school students, four on college students, three on men and women, and one on third-grade students. When David Russell (1953) reviewed research on self-evaluation, he found, at that time, little to confirm its effectiveness and that very limited findings were available on students below fourth grade.

Reasons for the difficulty in assessing one's self-concept are somewhat difficult to pinpoint. The types of problems that generally appear involve logistics, such as (1) administration (i.e.; kindergarten assessment takes longer, simplified answering procedures not suitable, use of instruments developed for older school age children, etc.) (2) "skills" (i.e., the kindergarten children lack certian attributes for test taking - top of page, turn page, make an X, great differences in motor skills, etc.) (3) judgments (i.e., ability to see how one is perceived by self and others.) (Yamamoto, 1972; Correro and Turner, 1983)

In spite of these problems there is no doubt that a new era of self-concept interest began during the 1960's and continues today. ERIC (1966-69) in its premier publication, November/December, 1966, contained zero entries on self-concept. One entry appeared in January of 1967, four appeared by December of 1968, and in one more year, two entire columns (55 entries) were devoted to self-concept. Few of these studies dealt with the young child of kindergarten or first grade.

In 1963 Combs and Soper reported in a segment of a broader study that kindergarten and first grade children's "personal adequacy" appeared to be the most important factor of a child's perception of self. They suggested that teachers and administrators need to understand and foster this need. Teachers should be aware of how the child reacts to educational experiences which the child sees as fostering his own "personal adequacy." A 1978 (Entwisle and Hayduk) investigation into the role of feedback on expectations from parents and teachers found that parental expectations, in general, affected only conduct but held no particular influence over academics. Entwisle and Hayduk did find that first grade teachers' early year evaluations may influence the level of achievement of the young child. Cox (1968), though, found no differences in abilities of nursery school children attributable to parents or teacher attitude variables when measured using the Maryland Parent Attitude Survey and the Minnesota Teacher Attitude Inventory.

In addition to this, teachers (Purkey, 1984) are beginning to see that they do indeed have the ability to transmit "signals" to children that invite the children to feel that they can achieve in school and even that some of the achieving is directly related to the teacher's perceptions of the child and to some degree, the teacher's perception of her own self.

Strain (et al. 1983) used observer ratings of kindergarten children in order to place them in two extreme groups [high (competent) or low (not competent)]. These ratings and the resulting data from administering the Primary Self-Concept Inventory to the children produced some confused findings. It appeared that the high and low rated children were very similar to each other in their positive perceptions. When scores were related to prereading, compliance, off-task actions, etc., the findings indicated a significant positive correlation of prereading achievement and the highs´ positive self-concept. The lows´ positive self-concept was significantly correlated with behaviors that were considered "off-task" and with the negative actions toward classmates.

In 1978 Nicholls reported that young children seem to have the ability to not have negative feelings about failure of school-related tasks. He suggests that this may be a type of eternal pessimism of the young in which they see success in the future even though they might have problems with present tasks.

We know that teachers of the young child are able to evaluate children´s self-concepts consistently and that they are able to use this information for planning curriculum (Virgin and Shecter, 1974; Morine-Dershimer, 1978-79; Correro and Turner, 1983). Therefore, it seemed reasonable for the researchers to consider the idea that since teachers have been relatively successful in rating children´s self-concept and academic achievement, there might also be some relationship between what the learner thinks of his self-concept and the teacher´s viewpoint.

Method

This study was designed to focus on the following questions: (1) Does a significant relationship exist for CDK children between their academic achievement and their self-concept scores as measured by standardized instruments? and (2) How well can the children's teachers predict what the kindergarten children report about their self-concepts as determined by a standardized instrument? These questions were studied using a correlational approach. Pearson correlation was used to determine relationships between achievement and self-concept. Chi-Square was used to examine the accuracy of the teacher's prediction to the children's reported self-concept scores.

The subjects for this study were the children who attended the Cooperative Demonstration Kindergarten (CDK) during the 1984-85 school year. The children were chosen for the program by a process of stratified randomization since the program is limited to 125 applicants. The CDK is a program administered jointly by the Starkville Municipal Separate School District and the Mississippi State University College of Education.

Instruments used in the study were the Stanford Early School Achievement Test II (1982 edition) and the Martinek - Zaichkowsky Self-Concept Scale for Children.

The SESAT II was administered to the children in April, 1985. The Self-Concept Scale was also administered in April, two weeks after the SESAT II. The SESAT II was administered by the classroom teachers, while the Self-Concept Scale was administered by the researchers. The researchers then asked each of the teachers to use a scale of 1-5 with 5 being an estimate of high self-concept, to report their perceptions of the child's self-concept.

Question 1

Does a significant relationship exist for CDK children between their academic achievement and their self-concept scores as measured by a standardized instrument? (See Table 50)

Insert Table 50 about here

Question 2

How well can the children's teachers predict what the kindergarten children tell us about their self-concepts as measured by a standardized instrument? (See Table 51)

Insert Table 51 about here

Teachers were asked to rate their perception of the children's self-concept on a scale of one (1) to five (5), with five being higher.

Equations for category rankings and actual scores made on the Self-Concept Scale were:

Category Actual Scores

5 = 25 - 21

4 = 20 - 16

3 = 15 - 9

2 = 10 - 6

1 = 5 - 1

Teachers predicted that no child would score in category 1 or 2; that 19.1% of the children would score in category 3; that 43.6% of the children would score in category 4; and that 37.2% of the children would score in category 5.

While 5.3% of the predicted category 3 was accurate, 1.1% scored in category 2, 2.1% scored in category 4, and 3.2% scored in cateogry 5. Teachers predicted that 43.6% of the children would score in category 4. In addition to the 4.3% accurate prediction, 3.2% scored in category 3, and 2.1% scored in category 5. Of the 37.2% that teachers predicted would score in category 5, 30.9% was predicted accurately, 37.2% scored in category 4 and 9.6% scored in category 3.

Teachers predicted 40.5% of the actual scores accurately. They underestimated 52.1% of the scores and overestimated 7.4%. The Chi-Square which was 12.04 was not significant at .05. There was not a significant difference between predicted and actual Self-Concept Scores of the kindergarten children. However, it is interesting to note the conservative way in which the teachers rated the children. 77.7% of the children had scores of the Self-Concept Scale of 25-21, and the teachers had predicted that only 30.9% would have scores in that category.

Table 50

Correlation of Achievement and Self-Concept Scores

Predictor	Self-Concept
SESAT II	.317 *
df = 90	

*Significant at the .01 (.267)

Self-Concept Scores were significant predictors of academic success.

Table 51

Comparison of Self-Concept Expected by Teachers with Actual Self-Concepts Scores

Teacher Prediction Category		3	4	5	Chi Square
		%	%	%	
2	—	1.1	0.0	1.1	
3	19.1%	5.3	2.1	3.2	
4	43.6%	3.2	4.3	2.1	
5	37.2%	9.6	37.2	30.9	12.04

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ABSTRACT

Anita Parrott George, Doctor of Education, 1986

Major: Elementary Education, Department of Curriculum and Instruction

Title of Dissertation: A Longitudinal Investigation Using Kindergarten Posttest Scores as Predictors of Academic Success in Primary Grades

Directed by Gloria Correro

Pages in Dissertaion: Words in Abstract: 315

ABSTRACT

The purpose of this study was to determine the predictive value of kindergarten test variables upon the future academic success of children. Specifically, the problem of the study was to determine, if after participation in the Mississippi State University Cooperative Demonstration Kindergarten Model, the total score on the Stanford Early School Achievement Test and the environment and mathematics subtest scores would predict mathematice achievement total achievement in first, second, and third grades as measured by the California Achievement Test. An additional purpose of this study identified quartile rankings during first, second, and third grades of children who participated in the Cooperative Demonstration Kindergarten program. Gains in achievement were calculated between first and second grades and between second and third grades.

The subjects used in this study were children who had participated in the Cooperative Demonstration Kindergarten and who had continued schooling in the same school district. A total of 228 subjects were represented in the study. The composite score and mathematics and

environment subtest score from the Stanford Early School Achievement Test (SESAT) were selected as predictor variables. The mathematics subtest score and the composite score on the California Achievement Test (CAT) were criterion variables.

Results indicated that the SESAT mathematics score was positively related to mathematics achievement and total achievement at all three grade levels at the .05 level of significance. At all grade levels, in mathematics achievement and total achievement, more than 67 percent of the subjects scored above national norms. Significant gains in achievement were found between first and second grades and between second and third grades in both mathematics and total achievement. Significant effect sizes were computed for gains in mathematics and total scores between first and second grades and between second and third grades.

A Longitudinal Comparison of Achievement: Public School Kindergarten; Nonpublic School Kindergarten; No Kindergarten

by

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Paper Presented at the Symposium on Future Research
in Early and Middle Childhood Education:
Toward a Theory of Schooling
in Athens, Georgia
May 1-3, 1986

CDK 1979-85

A Longitudinal Comparison of Achievement: Public School Kindergarten; Nonpublic School Kindergarten; No Kindergarten

This research compared the long term gains made in achievement by children who attended a public school kindergarten to those children who attended nonpublic kindergartens and those with no kindergarten background prior to first grade entrance. Comparisons were made of the California Achievement Test results from the first three grades.

Significance of the Problem

Much has been written on the importance and effects of kindergarten since Frederick Froebel established the first kindergarten in Germany in 1837 (Ransbury, 1982). Many studies have reported that kindergarten does not have long-term educational benefits. Lazar and Darlington (1979) reported the findings of the Consortium of Longitudinal Studies regarding the effectiveness of Head Start and similar preschool programs. Twelve investigators pooled their data from studies conducted during the 1960s and designed a common follow-up study to analyze the effect of preschool experience on later achievement. They reported that early education programs significantly reduced the number of children assigned to special education and the number of children retained in a grade. The studies primarily focused on low income children in large cities. Many of the children in the studies had attended preschool since the ages of two and three (Ryan, 1974).

Wiekart, Deloria, and Lawson (1979) collected data for more than 17 years in a longitudinal study of children who participated in the Perry Preshool Project in Ypsilanti, Michigan. This project was designed to determine whether preschool experience benefits disadvantaged children. Weikart found that in the early grades, differences in achievement between experimental and control groups in reading, language, and mathematics on the California Achievement Test were slight, but these differences increased over time. By the end of the eighth grade, the experimental group tested the equivalent of more than one full grade higher than the control group. While these results are significant and have been cited by many early childhood supporters, it should be noted that the sample consisted only of children whose IQ scores were 85 or lower.

Just as there are numerous studies that the results indicated kindergarten made a difference, there are many that questioned this aspect of education. The Westinghouse Report in 1969 received national attention when it asserted that there were no lasting effects from the Head Start experience. In 1971, the fade-out hypothesis was proposed which stated that there were early gains in school performance attributable to Head Start, but that they tended to fade out in later years (Brown, 1078). Brown reported that the Head Start children improved in performance on cognitive measures but still remained below the national middle class test norms for their ages. Another study conducted over a six-year period in Wilcox County, Alabama, found that no significant gains in later academic achievement existed for children who had participated in a Title I Kindergarten program (Thompson, 1980).

Fewer longitudinal studies that focused on public school kindergartens can be found. Abram (1980-81) conducted a study in the McLean County Public Schools in Kentucky. Third through sixth graders who had attended kindergarten scored higher in academic aptitude at all four grade levels tested than students who had not attended kindergarten. These differences were significant at grades, three, four, and six.

Another longitudinal study was conducted in the state of Tennessee by Woodruff (1980). The Tennessee Basic Skills Test was administered to 64,000 eighth graders. The study found achievement scores for pupils with kindergarten background was superior to that of nonkindergarten pupils in mathematics, spelling, language, and reading.

As evidenced in the preceding pages, a plentiful supply of studies that support or dispute the impact of kindergarten is available to researchers and educators. However, the literature concentrates primarily on the performance of low ability or low socioeconomic students (McLean & Nelson, 1982). There is a need for studies that focus on longitudinal achievement gains of children who attended public school kindergartens.

Need for the Study

Until the Education Reform Act of 1982, Mississippi was the only state in the union that did not operate public kindergartens. In 1978, Mississipi enacted legislation which permitted local school districts to establish kindergarten programs if they could find money other than state dollars to fund them. The Reform Act of 1982 provided that each local school district must implement a kindergarten program during the 1986-87 school year. However, the authorizing legislation for kindergartens will be automatically repealed on July 1, 1990. At this time, if public school kindergarten is to continue, the State Constitution must be amended to provide for it (Early Childhood Education Grant-in-Aid Program, 1982).

In an article entitled "The Kindergarten Concept: A Necessary Component of the Educational System" (1980), Blackwell reported that many contemporary educators recognize the kindergarten as part of the continuum which represents the process of learning. Blackwell wrote that the trend relative to kindergarten indicates that there is a growing awareness among government, scholars, and business that programs for children must move from the bottom of the education agenda to a high priority position. Even though the Reform Act of 1982 provided for public kindergarten from 1985-1990, research data that will be gathered from across the state for the next five years will influence the future of kindergarten after 1990. A look at one public school kindergarten program in existence since 1979 will provide longitudinal data about the relationship between public school kindergarten and future progress in the elementary grades. This information can be used to guide educational leaders in Mississippi in making decisions over the next five years about kindergarten evaluation and curriculum.

Research Design

The design for this study was longitudinal and, by necessity, a correlative ex post facto design. The purpose of this research was to examine the longitudinal trends in achievement of children from three different forms of kindergarten attendance: (a) children who attended a public school kindergarten; (b) children who attended a nonpublic kindergarten; and (c) children who attended no kindergarten prior to first grade. The relationship between type of preschool attended, race, and sex to achievement was examined.

The dependent variables for this study were all of the subtest and total scores produced by the California Achievement Test which included phonetic analysis, structural analysis, reading vocabulary, comprehension, total reading, spelling, mechanics, language expression, total language, computation, mathematics concept and application, total mathematics, and total battery.

The independent variables for this study were type of preschool attended, race, and sex. Three types of kindergarten attendance were examined to extract systematic variance. Race and sex were used as control variables. Race was included as an independent variable to control for differences in the proportions of each race that was present in the three groups. Sex was used as an independent variable to examine the academic success in different subject areas across time for each of the sexes.

A time-series model was used for the data collection. Following the notation of Campbell and Stanley (1963), this design can be graphically displayed as:

X_1 0_b 0_1 0_2 0_3

X_2 0_b 0_1 0_2 0_3

X_3 0_b 0_1 0_2 0_3

The X_1 = participation in no kindergarten prior to attending first grade.

The X_2 = participation in a public school kindergarten.

The X_3 = participation in a nonpublic kindergarten.

The 0_b = the measure of achievement prior to beginning first grade.

The 0_1 = the measure of achievement at the conclusion of first grade.

The 0_2 = the measure of achievement at the conclusion of second grade.

The 0_3 = the measure of achievement at the conclusion of third grade.

Population and Sample

The population for this study consisted of all students enrolled in the first grade during the 1981-1983 school years. Of this population, the sample was limited to those students who remained in this school system for four consecutive years beginning with the kindergarten year through the third grade. All of the students from this university town in northeast Mississippi were six years old on or before September 1 of the first grade year. The subjects were placed into three groups based on type of kindergarten experience prior to first grade.

Insert Table 52 about here

Instrumentation

All children who entered the first grade were administered the California Achievement Tests (CAT), Form C, Level 10. The CAT was given each summer, during June, by three psychometrists on two consecutive days. Testing conditions were kept constant across testing rooms and testing days. The total reading and total math scores from this entry test were used as a base line assessment of achievement following kindergarten. The CAT was also administered in April to every elementary student in the public school system. Classroom teachers administered this achievement battery to their own classes. Instructions were given to the teachers on instrumentation procedures by the school psychometrist. The California Achievement Tests were selected because these scores were the only data available on the entire sample that could be used to make comparisons between the three groups in this study. All subtest scores and total scores were used in the evaluation.

Statistics

Multivariate methods do not make assumptions as to the nature of the intercorrelations obtained under each treatment and thus provided exact tests of the hypotheses in this study. Thus, MANOVA, a special

Table 52

Subjects

	No Kindergarten				Nonpublic Kindergarten				Public Kindergarten			
	83 84 85 4th	82 83 84 5th	81 82 83 6th	Total	83 84 85 4th	82 83 84 5th	81 82 83 6th	Total	83 84 85 4th	82 83 84 5th	81 82 83 6th	Total
White Males	4	7	3	14	16	15	19	50	20	15	10	45
Black Males	13	20	16	49	18	16	13	47	4	8	10	22
White Females	5	4	8	17	12	10	18	40	15	18	12	45
Black Females	23	17	15	55	23	7	17	47	10	10	5	25
Total	45	48	42	135	69	48	67	184	49	51	37	137
Repeaters	12	4	4	20	6	5	1	12	2	1	1	4
EMRs	0	0	1	1	0	3	1	4	0	0	2	2
Missing Scores	9	3	4	16	3	2	6	11	0	3	1	4

Repeaters are included in the totals.

EMRs are not included in the totals.

case of canonical correlation, was selected as the analysis procedure for this research (Thompson, 1984).

Multivariate analysis, in this study, examined the relationship between the two sets of data, the independent variables and the dependent variables, and examined to what extent could one set of two or more variables be predicted by another set.

Independent Variables	Dependent Variables
1. Race	1. Considered each year's achievement scores as separate variables.
2. Sex	
3. Types of Kindergarten Experience	

Step one identified the components of one set of the variables that were most highly related to the components of the other set of variables. Thus, two composites were formed. Composite scores were derived to maximize the relationship between the two variable sets by weighting each person's data and summating the weighted scores in each set. From this point on, the analysis proceeded into traditional univariate methods: one-way, two-way, and three-way ANOVA (Harris, 1975).

The analysis focused on several dependent outcomes and was repeated separately for each subscale score provided by the CAT. The first question addressed was, is there a difference in the rate of growth in the three kindergarten conditions? Second, is there a difference in the overall achievement level attributable to the three kindergarten conditions (Thompson, 1984)?

The data were analyzed in two ways. Since the proportions were the same in sex, race, and type of kindergarten attendance from year to year, it was reasonable to put all of the subjects together, which increased the N, and thus, increased the power. The data were also analyzed according to the year the subjects were in each grade in an effort to examine the interaction of year of entry and effects of treatment.

Results and Discussion

Total analysis should be completed by August, 1986. Initial phases of the analysis have revealed the following information.

1. The MANOVA results indicated that the preschool independent variable was the only variable that predicted a change in the dependent composite. This difference was found to exist across all three grades for all total tests (see Table 53).

Insert Table 53 about here

2. In analyzing the one-way statistic, which included all students in three groups, the overall level of achievement, where significant differences were found, was higher for the public school children at every grade level for every subtest except three (see Table 54).

Insert Table 54 about here

Table 53

Results of the MANOVA Analysis

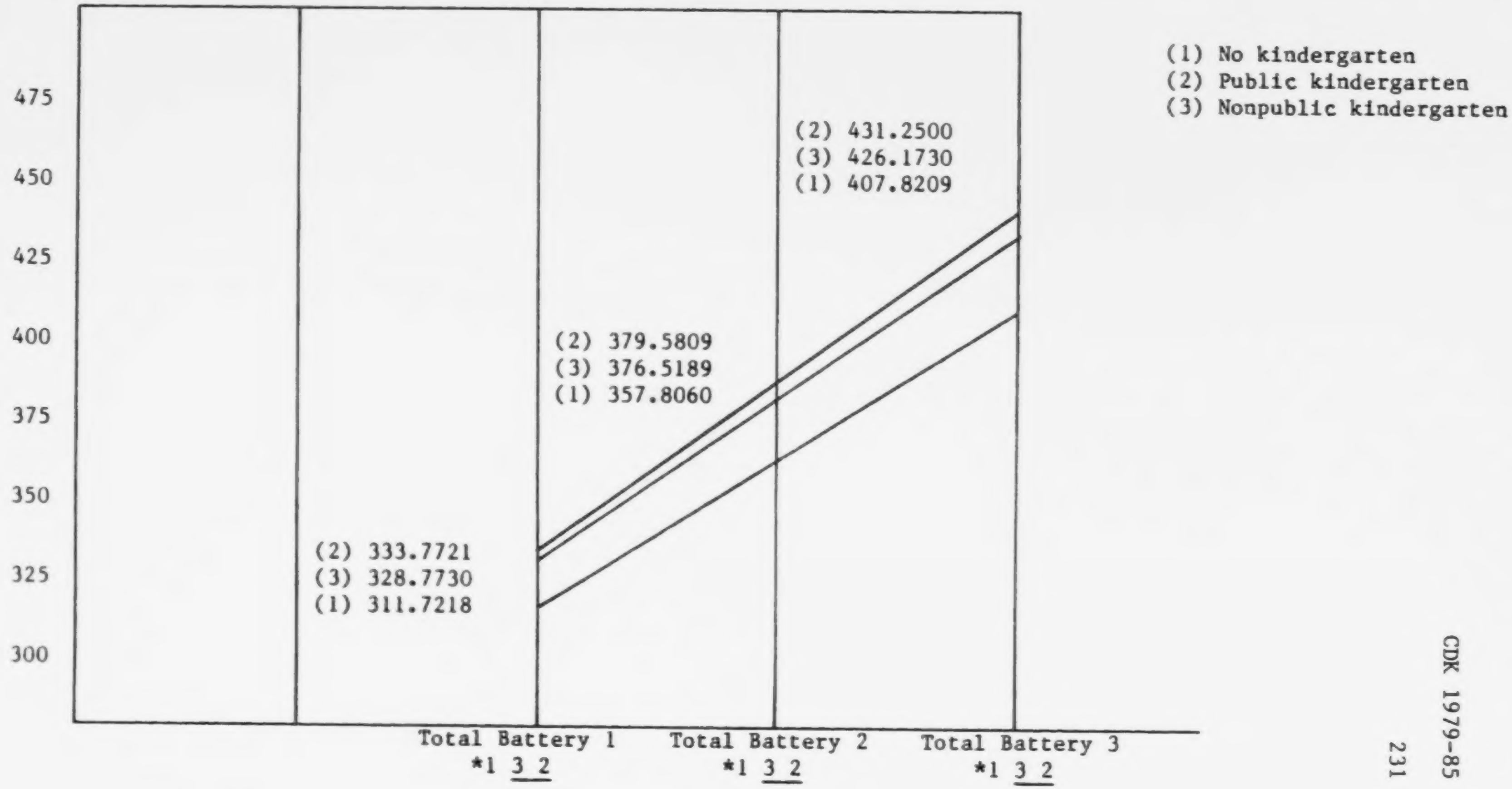
	Dependent Composites			
Composite of Independent Variables	Total Reading 1, 2, 3 Math 1, 2, 3	Total Math 1, 2, 3	Total Reading 1, 2, 3	Total Battery 1, 2, 3
Preschool by Sex				
Sex				
Preschool	*	*	*	*

*The MANOVA results revealed that there was growth across time for all three grades and that the growth was different for the type of preschool experience.

Table 54

Overall Level of Achievement

One-Way Analysis
(Everybody)
Total Battery



3. The one-way analysis, which included all students in three groups, revealed statistical differences in favor of the public school children and the nonpublic school children 29 times out of a possible 34 (see Table 55).

Insert Table 55 about here

Table 55

Significance Table

Oneway
Preschool Only
Total Groups

		Grade 1		Grade 2		Grade 3
Phonetic Analysis	*	1 3 2	*	1 3 2	no	-----
Structural Analysis	999	-----	*	1 2 3	*	1 3 2*
Reading Vocabulary	*	1 3 2	*	1 3 2	*	1 3 2
Comprehension	*	1 3 2	*	1 2 3	*	1 3 2
Total Reading	*	1 3 2	*	1 3 2	*	1 3 2
Spelling	999	-----	*	1 3 2*	*	1 3 2*
Mechanics	999	-----	no	-----	*	1 3 2
Language Expression	*	1 3 2	*	1 2 3	*	1 3 2
Total Language	999	-----	*	1 3 2	*	1 3 2
Computation	*	1 3 2	*	1 3 2	no	-----
Mathematics Concept and Application	*	1 3 2	*	1 3 2	*	1 3 2
Total Mathematics	*	1 3 2	*	1 3 2	*	1 3 2
Total Battery	*	1 3 2	*	1 3 2	*	1 3 2

* Significant results found

999 No score available

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Curriculum

The curriculum for the CDK included language arts, social sciences, mathematics, biological and physical sciences, music, and art. These subjects were not taught separately. They were integrated into a total experience for the children using units of study. The topics for the weekly units were chosen based upon the children's interests, abilities, and needs.

Pretest data from SESAT I provided CDK teachers information about the children's abilities and needs. Lesson plans for the units also reflected the teachers' knowledge of the children's developmental abilities. After carefully analyzing the 60 developmental tasks found in the Santa Clara Inventory of Developmental Tasks, the teachers arranged the tasks as part of their daily lesson plans during the first 12 weeks of school.

All available supplies and equipment were identified and then were catalogued into a resource list which correlated with the units of study. In addition, a language experience program, Crossties - published by the Economy Company, was used as a basal program after it was indexed to the units of study.

On the following pages are: (1) The Santa Clara Inventory of Developmental Tasks Adapted for Kindergarten Curriculum, (2) Inventory of Supplies to Correlate with Unit Topics, (3) Index of Crossties Activity Cards to Units, and (4) the daily lesson plans organized into weekly units which constituted the basis for the CDK curriculum. These units were written by the staff of the CDK and are placed into this document with their permission.

The Santa Clara Inventory of Developmental Tasks Adapted for CDK Curriculum

SANTA CLARA DEVELOPMENTAL PROFILE FOR ______________________________

ACTIVITY	DATE	SCORE	FOLLOW UP	MASTERY
CRAWL (1-1)				
WALK (1-2)				
RUN (1-3)				
JUMP (1-4)				
HOP (1-5)				
BALANCE ON ONE FOOT (1-6)				
USE OF HANDS AND ARMS (1-7)				
SKIP (1-8)				
BALANCE ON WALKING BEAM (1-9)				
JUMP ROPE ASSISTED (1-10)				
JUMP ROPE UNASSISTED (1-11)				

SANTA CLARA DEVELOPMENTAL PROFILE FOR ______________________________

ACTIVITY	DATE	SCORE	FOLLOW UP	MASTERY
FOLLOW TARGET WITH EYES (2-2)				
STRING BEADS (2-3)				
COPY A CIRCLE (2-4)				
COPY A CROSS (2-5)				
COPY A SQUARE (2-6)				
CUT WITH SCISSORS (2-7)				
TIE SHOES (2-8)				
COPY LETTERS (2-9)				
COPY A SENTENCE (2-10)				
COPY A DIAMOND (2-11)				
MATCH COLOR OBJECTS (3-3)				

SANTA CLARA DEVELOPMENTAL PROFILE FOR ____________________

ACTIVITY	DATE	SCORE	FOLLOW UP	MASTERY
MATCH FORM OBJECTS (3-4)				
MATCH SIZE AND FORM ON PAPER (3-5)				
MATCH NUMBERS (3-7)				
MATCH LETTERS (3-8)				
MATCH DIRECTION ON DESIGN (3-9)				
ISOLATE VISUAL IMAGES (3-10)				
MATCH WORDS (3-11)				
RECALL ANIMAL PICTURES (4-4)				
NAME OBJECTS FROM MEMORY (4-5)				
RECALL A 3-COLOR SEQUENCE (4-6)				
RECALL 2 ITEMS IN A SEQUENCE (4-7)				

SANTA CLARA DEVELOPMENTAL PROFILE FOR ______________________________

ACTIVITY	DATE	SCORE	FOLLOW UP	MASTERY
REPRODUCE DESIGN FROM MEMORY (4-8)				
RECALL 3 ITEMS IN A SEQUENCE (4-9)				
RECALL 3-PART DESIGN (4-10)				
RECALL WORK FORMS (4-11)				
DISCRIMINATE BETWEEN COMMON SOUNDS (5-5)				
IDENTIFY COMMON SOUNDS (5-6)				
LOCATE SOURCE OF SOUND (5-7)				
MATCH BEGINNING SOUNDS (5-8)				
HEAR FINE DIFFERENCES BETWEEN SIMILAR WORDS (5-9)				
MATCH RHYMING SOUNDS (5-10)				

SANTA CLARA DEVELOPMENTAL PROFILE FOR ____________________

ACTIVITY	DATE	SCORE	FOLLOW UP	MASTERY
MATCH ENDING SOUNDS (5-11)				
PERFORM 3 COMMANDS (6-6)				
REPEAT A SENTENCE (6-7)				
REPEAT A TAPPING SEQUENCE (6-8)				
RECALL STORY FACTS (6-9)				
REPEAT 4 NUMBERS (6-9)				
REPEAT 5 NUMBERS (6-11)				
GIVE PERSONAL INFORMATION (7-7)				
DESCRIBE SIMPLE OBJECTS (7-8)				
RELATE WORDS AND PICTURES (7-9)				
DEFINE WORDS (7-10)				

SANTA CLARA DEVELOPMENTAL PROFILE FOR ____________________

ACTIVITY	DATE	SCORE	FOLLOW UP	MASTERY
LANGUAGE USAGE (7-11)				
ASSIGN NUMBER VALUE (8-8)				
IDENTIFY FIRST, LAST, TOP, MIDDLE, BOTTOM, (8-9)				
TELL HOW 2 ITEMS ARE ALIKE (8-10)				
SORT OBJECTS TWO WAYS (8-11)				

Overview

MATERIALS

Orientation Week:
Walking (1-2) Masking Tape Path
Jump (1-4) Cardboard Candles

Week 1
Follow a Target (2-2) - A small rubber ball with a string through it
Tying Shoes (2-8) - Materials for the tying snake
Crawl (1-1) - Record with fast and slow music

Week 2
None

Week 3
Name Objects from Memory (4-5) - an object box - a pencil, a crayon, a penny, a piece of string, a nail, a rubberband, a button, a small rock or any other small, common objects
Copy a Circle, Cross, Square, Diamond (2-4, 2-5, 2-6, 2-11) - A ditto for each activity compiled into a booklet and labeled with each child's name - Pencils

Week 4
Jump Rope Assisted (1-10) - one long rope
Jump Rope Unassisted (1-11) - short ropes
Match Color Objects (3-3)
1. 4 pieces of construction paper -1 of each color blue, red, yellow, green
2. An assortment of objects (4-5) of each color

Balance Beam (1-9) - Balance Beam
Copy Letters (2-9) - Ditto 2-9 with each child's name

Week 5
Match Size and Form on Paper (3-6)
1. 2 ditto sheets (3-6a) and (3-6b)
2. Crayons

Materials Completed - Recall a 3-color sequence (4-6)
9 squares each - red, blue, yellow
Match Size Objects (3-5)
1. Ditto (complete)
2. 320 squares of each size
3. Glue

String Beads (2-3)
1. Macaroni
2. String

Week 6

Repeat a Sentence (6-7) - Teacher prepares 8 sentences related to group time each day

Discriminate Between Common Sounds (5-5)

1. Tape (5-5)
2. Ditto (5-5)
3. Tape Recorder - Headset
4. Pencils or crayons

Perform 3 Commands (6-6) - Teacher prepares 5-10 sets of appropriate directions.

Copy a Sentence (2-10)

1. Primary paper
2. Pencils

Week 7

Locate the Source of Sound (5-7)

1. 2 Blindfolds
2. 4 Bells

Match Numbers (3-7) - Ditto (3-7)

Match Letters (3-8) - Ditto (3-8)

Match Form Objects (3-4)

1. A large square, circle, rectangle, and triangle out of construction paper (cover with clear contact paper)
2. Object Box - 4-5 objects of each shape - assorted colors

Identify Common Sounds (5-6)

1. Tape 5-6
2. Ditto 5-6
3. Pencils
4. Tape recorder - Headset

Week 8

Recall Animal Pictures (4-4)

1. Santa Clara Notebook p. 61
2. Animal cards (Santa Clara Notebook)

Match Direction on Design (3-9)

1. Design cards
2. Ditto 3-9
3. Pencils or crayons

Match Beginning Sounds (5-8)

1. Tape (5-8)
2. Ditto Sheets (5-8)
3. Pencils or crayons
4. Tape recorder - Headsets

Isolate Visual Images (3-10)

1. Ditto (3-10)
2. Sets of colors - red, blue, yellow, green, black enough for each child

Week 9

Describe Simple Objects (7-8) - 3 common objects (pencil, button, bead, etc.)

Recall 2 Items in Sequence (4-7)
1. Response cards and Flash cards from Santa Clara Notebook

Reproduce a Design from Memory (4-8)
1. 3 response cards - Santa Clara Notebook
2. 1/2 sheet of paper per child
3. pencil

Match Word Formed (3-11)
1. Ditto 3-11
2. Pencils

Week 10

Repeat 4 Numbers (6-9)
1. Teacher prepared note card with several series of numbers (6-2-9-7, 8-3-1-6, etc.)

Assign Number Value (8-8)
1. Note card with number pairs from p. 100

Identify First, Last, Top, Middle, Bottom (8-9)
1. 1 Flash cards - Santa Clara Notebook

Relate Words and Pictures (7-9)
1. Tape (7-9)
2. Tape recorder and headset
3. Ditto (7-9)
4. Pencils

Week 11

Cut with Scissors (2-7)
1. Red construction paper with lines
2. White construction paper
3. Straws
4. Stars
5. Blue paper or crayon
6. Glue
7. Scissors

Match Rhyming Sounds (5-10)
1. Tape (5-10)
2. Ditto (5-10)
3. Pencils
4. Tape recorder - Headsets

Repeat 5 Numbers (6-11)
1. Note card with several series of 5 numbers

Week 12

Hear the Differences Between Similar Words (5-9)
1. Tape 5-9a or 5-9b
2. Ditto 5-9a or 5-9b
3. Pencils
4. Tape recorder - Headsets

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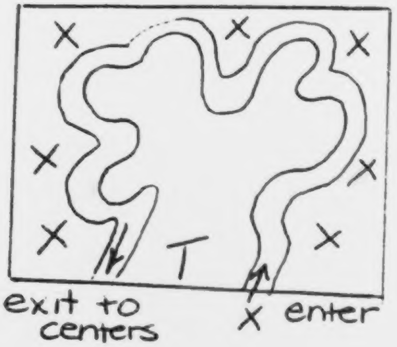
Santa Clara

Orientation Week:

Walking (1-2, Preschool) Going to Centers
Have the children leave group time individually by following a path made of masking tape. They are to walk on the path without stepping on the tape.
Materials: Before the children arrive, make a masking tape path on the group-time rug. Place the tape in such a pattern as to indicate the circle you will eventually want them to sit on during group time.

Example:



Scoring:
2 - Walks the path, steps on tape 0-1 time
1 - Steps on the tape 2 times
0 - Steps on the tape more than 2 times

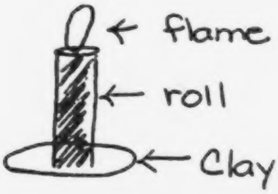
* * *

Run (1-3, Preschool) Recess
The child runs and stops on signal from the teacher. Repeat signal several times.
Materials: None
Scoring
2 - Child runs graceful with quick start and stop
1 - Child is slow to start and stop
0 - Child runs awkwardly

* * *

Jump (1-4, Preschool) 2nd Group
Teach the children the rhyme "Jack Be Nimble." Have them jump over a toilet paper roll "candle"; if they succeed have them jump over a paper towel roll "candle."

Materials: (1) 4 (or 6) toilet paper roll candles (2 per room). Cover the rolls with colored paper. Attach a paper flame to the top. Put the candle in a piece of clay to weight it. and (2) 4 paper towel roll candles (2 per room), specifications are the same as above.



Scoring:
2 - Can jump** both candles
1 - Can jump one candle
0 - Cannot jump over a candle

** child keeps feet together

Saftey (School)

1st Week
Monday*

Follow a target with the eyes (2-2, Preschool) 1st group
Attach a string to a small rubber ball. Practice looking both ways for cars. The teacher will swing the ball to the left, the children follow it with their eyes. Repeat, swinging the ball to the right. Continue swinging the ball until all children have been observed.
Supplementary activity (Use with the children you are unsure of): The teacher holds her finger up, the child follows her finger left to right, right to left, up and down.
Materials: A small rubber ball (one per classroom). Run a string through the ball, leave about 18" of string above the top of the ball.
Scoring:
2 - Can follow the target
1 - Can follow the target sometimes
0 - Can't follow the target

1st Week

Tying Shoes (2-8)
Make the tying snake during the week.

1st Week
Tuesday*

Balance on One Foot (1-6, Preschool) 2nd group
Have the children stand up. Demonstrate standing on one foot (right foot). Ask them to stand on their right foot and help you count to 10. Do the same for the left foot.
Materials: None
Scoring:
2 - Can stand on each foot for a count of 10
1 - Can stand on one foot for a count of 10 or can stand on each foot for a count of six or more
0 - Cannot stand on each foot for at least a count of 6.

1st Week
Wednesday*

Crawl (1-1, Preschool) 2nd group
Traffic goes fast and slow--have the children pretend they are cars and trucks. Play a record with both fast and slow music on it. Have the children crawl at the same pace as the record.
Materials: Record
Scoring:
2 - Can crawl fast and slow using a cross pattern (20')
1 - Crawls at one speed using a cross pattern or looks awkward
0 - Cannot crawl with a cross pattern

*Day is tentative.

SANTA CLARA

Testing Week

2nd Week
(All Week)

Hop (1-5, Preschool)
During group time, demonstrate what hop means. Ask individuals to hop for you during the week.
Materials: None
Scoring:
- 2 - Child can hop on one foot for approximately 10 feet, then turns around and hops on the other foot for 10 feet
- 1 - Child is awkward or only able to hop on one foot
- 0 - Child is unable to hop on either foot

2nd Week
(All Week)

Use of Hands and Arms (1-7, 5-5 1/2 years)
Ask children to demonstrate that they know left from right, ask them to do specific things with their left and right hands, or ask them to turn one way or the other (raise your right hand, turn left). This can be done during center time where the group is smaller because of the SESAT testing.
Materials: None
Scoring:
- 2 - Knows left and right
- 1 - Knows left and right usually
- 0 - Doesn´t know left from right

SANTA CLARA

Feelings 3rd Week
(All Week or one aide day)

Name Objects from Memory (4-5, Preschool) All Week
This activity can be done in 2 ways. This can be a small group, teacher* directed activity (test four children each day), or a few minutes at the end of 1st or 2nd group time can be put aside for this. The teacher puts 3 common objects out in front of one child. Ask him to look at the objects carefully because you are going to ask him to close his eyes, then you are going to take one thing away and see if he can remember which object you took away. The teacher repeats this procedure three times, using a different combination of objects each time. (Be sure the child is familiar with all objects.)
Materials: Make an object box for each classroom. Include a pencil, a crayon, a penny, a piece of string, a nail, a rubber band, a button, a small rock, or any other small object.
Scoring
2 - Child has all correct
1 - Child has one error
0 - Child has 2 or more errors

Feelings 3rd Week
(Thursday or 1 aide day)

Copy a Circle, Cross, Square, Diamond (2-4, 2-5, 2-6, Preschool, 2-11, 7 years) 2nd Group
Run off the dittos for each activity and staple them into a booklet. Have the children copy each shape in their booklet. This can be done as a group activity during 2nd group time, or an aide can sit at a table and call four or five children to come at one time to do their booklets (one center time will be plenty of time to complete the activity). Collect booklets for later evaluation.
Materials: One ditto sheet for each task (2-4, 2-5, 2-6, 2-11) compiled into a booklet and labeled with a child's name; pencils.
Scoring

2-4	See page 25	Santa	Clara	Book
2-5	See page 26	"	"	"
2-6	See page 29	"	"	"
2-11	See page 36	"	"	"

Feelings 3rd Week
Tuesday

Skip (1-8, 5-5 1/2 years)
During first group time, introduce skipping. Tell the children that, "sometimes we skip when we are happy. Today, we are going to have a skipping day, no walking or running, just skipping." Have them skip from center to center, to recess, to their cars after school. Use the checklist to check each child.

Materials: None

Scoring

2 - Can skip
1 - Has an idea about how to skip
0 - Can't skip

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SANTA CLARA

Our Bodies

4th Week
(Any Day)

Jump Rope Assisted* (1-10, 6-6 1/2) Recess
Tie a rope to a stationary object and swing it back and forth about 3" off the ground. Child jumps 5 consecutive times.
Materials: 1 long rope
Scoring
- 2 - Child jumps smoothly
- 1 - Child jumps awkwardly
- 0 - Child cannot jump rope

Jump Rope Unassisted* (1-11, 7)
Child jumps rope 5 consecutive times with both feet together.
Materials: short jump rope(s)
Scoring
- 2 - Child jumps smoothly with both feet together
- 1 - Child jumps awkwardly
- 0 - Child cannot jump rope

4th Week
(All Week)

Match Color Objects (3, 3) Preschool Center
Take construction paper (blue, red, yellow, and green) and an assortment of objects to match each piece of paper. Have the children put the red objects on the red paper, the blue objects on the blue paper, etc. Ask the children to show you their work before they go to a new center. Be sure that each child works in the center - alone - at some time during the week. (Do this activity the week before the color unit to help you determine who will need the most help with colors.)
Materials: (1) Sheets of blue, red, yellow, and green construction paper - laminated and (2) A box of 16-20 items with 4-5 items of each color

4th Week
Wednesday

Balance Beam (1-9, 6-6 1/2 years) Center
Put the balance beam out as a center. Observe the children's ability to go forward and backward on the beam without losing their balance.
Materials: Balance beam
Scoring
- 2 - Can walk forward and backward at least 10 steps each way
- 1 - Can walk forward, not backward or can walk 5 steps forward and 5 steps backward
- 0 - Cannot keep their balance

*An aide can monitor these activities. They can be done one day or throughout the week.

Copy Letters (2-9, 6-6 1/2 years) 2nd Group
Give each child the ditto with the letters on it - p. 33 (Santa Clara Notebook). Ask them to copy the letters as neatly as they can.
Materials: (1) Ditto sheets (2-9) - page 33 and (2) Pencils
Scoring

2 - Child copies letters without difficulty or error
1 - Child copies letters with difficulty or with one or more of the following errors:
- reversals
- distortions
- considerable variation in size

0 - Child cannot copy letters

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SANTA CLARA

Colors Week

5th Week
Monday

Match Size and Form on Paper (3-6, Preschool) Center
Incorporate this with the color unit by using the two ditto sheets from the Santa Clara Notebook.

1. Have the children color the circles that are the same size as the one on the top of the page. Specify that they are to use the color for the day.
2. Have them color the rectangles a specified color. Ask them to put their papers on your desk when they are finished.*

Materials: (1) 2 ditto sheets (3-6a and 3-6b) and (2) colors

Scoring

2 - Child can complete the worksheets without error or difficulty
1 - Child has difficulty or makes one error
0 - Child has 2 or more errors

5th Week
(Small Group - Aide**)

Recall a 3-Color Sequence (4-6, Preschool)
The teacher or an aide takes 3-4 students at a time to play this color game. Give one of the children 2 squares of each color - red, blue, and yellow. The teacher has a square of each color and a book or piece of cardboard to hold in front of her color squares. The teacher shows any combination of the colors to a child by holding one square at a time in front of the book. The child is to put his color squares down in the same order. Ex: First this (blue), then this (blue), then this (yellow). The child passes the color squares to the next child.

Materials: (materials have been made) (1) 9 squares of each color: red, blue, yellow

Scoring

2 - Child has all correct
1 - Child has one error
0 - Child has 2 or more errors

5th Week
Tuesday

Match Size Objects (3-5, Preschool) Art Center

1. Make a ditto:

□ 1/2"	
□ 1"	
□ 1 1/2"	
□ 2"	

---

*A parent of student monitor is recommended.
**Do this activity on a day you have an aide.

SANTA CLARA

Colors Week (cont.)

5th Week
Tuesday

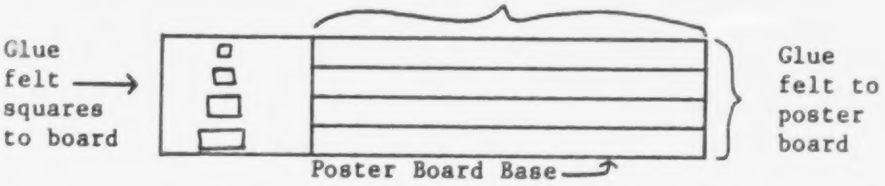
2. Use the paper cutter to cut squares for each size. Use the same color paper.
3. Call an "on call" parent aide and ask her to glue one square of each size on the paper (smallest to largest).
4. Activity - Each child gets one piece of paper with four squares glued on it, 3 additional squares of each size, and glue. The child glues the squares on his paper next to the square that is the same size.

Materials: (1) Ditto, (2) At least 320 squares* of each size (1/2", 1", 1 1/2", 2"), and (3) Glue

Scoring
- 2 - Child is quick and accurate (0 errors)
- 1 - Child is slow, makes 1 error
- 0 - Child had 2 or more errors

Alternate Activity

Match Size Objects (3-5) Flannel Board Center
Cut squares of four different sizes (four each 1/2", 1", 1 1/2", 2"). Ask them to complete the rows with the squares of the same size.



If the activity is done this way, you may want to leave it up for several days and check children off as they complete the task.
Scoring: Same

5th Week
(Art - Wednesday)

String Beads (2-3, Preschool) Art Center
Check this skill as the children make their macaroni necklaces during art time.

Scoring:
- 2 - Child is quick and accurate in doing the task
- 1 - Child appears awkward and clumsy while doing the task
- 0 - Child is unable to string 5 pieces of macaroni in 2 minutes

This activity can be rechecked for those who cannot string beads or for those who are absent on this date on Thursday during the Nutrition Unit. (Stringing Cereal).

*This is based on 80 children (4 X 80).

SANTA CLARA

Fall Season 6th Week (All Week)

Repeat a Sentence (6-7, 5-5 1/2 years) Group Time
Check four children each day. Call on a child and ask them to say a sentence exactly as you do. If they can´t, let them try one more. Prepare sentences that are related to group time each day. Example: Monday - John is a very polite boy. Susie has very good manners. George always says please and thank you.
Materials: The teacher prepares 8 sentences related to group time for each day.
Scoring
- 2 - Child has one sentence correct
- 1 - Child misses one word in a sentence
- 0 - Child misses both sentences

Fall Season 6th Week (Monday - Wednesday)

Discriminate Between Common Sounds (5-5 Preschool) Listening Center
Two children can use this center at one time. Encourage the children to do their own work. Put out a ditto sheet and pencil for each child. Ask them to listen to the tape and follow all of the directions they hear. Tell them to bring their paper to you when they are finished.
Materials: (1) Tape, (2) Tape recorder and earphones, (3) Ditto sheet, and (4) Pencils or crayons
Scoring
- 2 - child has all correct
- 1 - child has 1 error
- 0 - child has 2 or more errors

Manners 6th Week (Tuesday - Thursday)

Perform 3 Commands (6-6, Preschool)
During the manner´s unit, ask children to do 3 nonsense things. While they children are working in center time, go over to a child and ask him to do 3 things. Example: Johnny, please go to the door, walk backwards 3 steps, and sit on the floor. The directions may be repeated if necessary. Be sure to emphasize please and thank you. This activity can be done in center time, group time, on the playground, or during any spare minutes during the day.
Materials: Teacher prepares 5 - 10 sets of appropriate directions
Scoring
- 2 - Child can perform one series of 3 commands
- 1 - Child can perform 2 commands
- 0 - Child can perform 1 command

Copy a Sentence (2-10, 6-6 1/2 years) 2nd Group
Write the sentence "Bobby is a big boy" on the blackboard. Give each student a piece of primary paper or run off copies of page 35 (Santa Clara Notebook). Ask them to copy the sentence as neatly as they can. Children should be about 20 feet from the blackboard. (2nd group)
Materials: (1) Primary paper and (2) Pencils
Scoring
2 - Child can copy sentence without errors on lined paper
Should be equal to end of first grade work.
1 - Child makes one or more errors
- reversals
- omissions
- substitutions
- spacing
0 - Child cannot copy the sentence

SANTA CLARA

Nutrition   7th Week
Monday

Locate the Source of Sound (5-7, 5-5 1/2 years) 2nd Group
Game: The children sit in a circle--they are the "cows." Ask four "cows" to hold bells. Select two "farmers" to sit in the middle of the circle. Blindfold the "farmers." Tell the children that sometimes "farmers" find their "cows" by listening for their bells. The "farmers" need to listen carefully so that they will know which direction they should go to find their "cow." When the "farmers" hear a cowbell, they are to point in the direction they need to go to find their "cow." Turn the "farmers" around several times to disorient them. The teacher points to each "cow" to tell him when to ring his bell.
Materials: (1) 2 blindfolds and (2) 4 sets of bells
Scoring
- 2 - Child has all correct
- 1 - Child has 1 error
- 0 - Child has 2 or more errors

7th Week
(Any day with an Aide)

Match Numbers (3-7), Match Letters (3-8, 5-5 1/2 years) Center Time
The child is to circle all the numbers (or letters) in the row that are the same as the number (or letter) in the box. Turn in papers.
Materials: Ditto for 3-7 and 3-8
Scoring 3-7 and 3-8
- 2 - Child matches all correctly
- 1 - Child has one error
- 0 - Child has two or more errors

7th Week
(All Week)

Give Personal Information (7-7, 5-5 1/2 years)
At any time during the week, ask the children to give their full names, address, and the name of their school. Keep track of who you've asked on a checklist.
Materials: None
Scoring
- 2 - Child answers all correctly
- 1 - Child answers 1-2 correctly
- 0 - Child fails three questions

Match Form Objects (3-4, Preschool) Center
Make a large square, circle, triangle, and rectangle out of construction paper. Collect an assortment of objects of each shape (4-5 of each

7th Week
(Wednesday - Friday)

shape). Be sure the objects of each shape are different colors so that the children are not confused by the color. Ask each child to show you his work so that you can keep track of who has worked in the center. They are to put the objects on the paper of the same shape.
Materials: (1) Large construction paper circle, square, triangle, rectangle - contact paper; and (2) Box with 4-5 objects (different colors) of each shape.
Scoring
2 - Child can match objects without difficulty or error
1 - Child has 1 error or is hesitant
0 - Child has 2 or more errors

7th Week
(Thursday - Friday)

Identifying Common Sounds (5-6, Preschool) Listening Center
Have the children listen to the tape and mark the ditto sheet they are given. Four chldren can be tested at one time. They should face out from the listening center.
Materials: (1) Tape 5-6, (2) Ditto 5-6, and (3) Pencils
Scoring
2 - Child has all correct
1 - Child has 1 error
0 - Child had 2 or more errors

SANTA CLARA

Circus

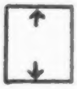
8th Week
(Any day with an Aide)

Recall Animal Pictures (4-4, Preschool) Center Time
An aide can sit in the classroom and call the children to him/her individually. All children can be checked in one day. Take the sheet for 4-4 from the Santa Clara Notebook. Place it face down in front of the child. Get the animal cards from the envelope in the notebook. The aide shows the child a picture for ten seconds, turns the animal page over, and had the child point to the picture he was shown. Turn the animal page over and repeat for each animal card.
Materials: (1) Page 61 - Santa Clara Notebook and (2) Animal cards - Santa Clara Notebook
Scoring

2 - Child has all correct
1 - Child has one error
0 - Child has 2 or more errors

8th Week
(All Week)

Match Direction on Design (3-9, 6-6 1/2 years) Center
This is an individual activity. Be sure that everyone does it sometime during the week. Put out a mimeographed copy of p. 51 (Santa Clara Notebook) for each child and the design cards. Mark the design cards to indicate the top and bottom of each card. Tell the children to pick the top card and find the design on the sheet that looks exactly like the one on the card then draw a circle around it. When they are finished with all of the cards in the deck, they should bring their papers to you. There are 2 sets of design cards, so 2 children can do it at the same time.



Materials: (1) Design cards, (2) Copies of page 51 - Santa Clara Notebook, and (3) Pencils or crayons
Scoring

2 - Child makes 0-1 errors
1 - Child makes 2 errors
0 - Child makes more than 2 errors

8th Week
(Wednesday - Friday)

Match Beginning Sounds (5-8, 5-5 1/2 years) Listening Center
Give each child a ditto copy of p. 74 (Santa Clara Notebook). They are to listen to the tape for this activity and follow directions. When they are finished they should take their completed paper to the teacher.
Materials: (1) Tape for activity 5-8, (2) Ditto sheets, and (3) Pencils or crayons

Circus (cont.)

8th Week
(Wednesday - Friday)

Scoring
2 - Child has all correct
1 - Child has one error
0 - Child has 2 or more errors

8th Week
(Thursday or Friday)

Isolate Visual Images (3-10, 6-6 1/2 years) 2nd Group
Give each child five crayons—each child should have the same five colors to work with (ex. green, blue, red, yellow, black). Tell the children that you have some animals who have come to join the circus, but the animals got all tangled up while they were waiting for the circus trainer to come to see them. Ask the children to find the animals so the circus trainer can see if they are any good. Ask them to take their blue crayon and find the dog. They are to outline (explain the word) the dog—they should trace all the way around it. Then take the red crayon and trace all around the donkey, etc. (find the horse, cat, and squirrel).
Materials: (1) Ditto sheet p. 53, Santa Clara Notebook and (2) Enough sets of five colors for each child to have his own. Be sure each set has the same five colors.
Scoring
2 - Child outlines each animal correctly without difficulty
1 - Child makes 1 or more errors in outlining the animals
0 - Child is unable to separate the overlapping figures

SANTA CLARA

Time

9th Week
(All Week)

Describe Simple Objects (7-8, 5-5 1/2 years) Center Time
The teacher will test 4 children per day during center time.* Take 3 common objects to a student (pencil, button, bead, etc.) Say "I'm going to show you something and I want you to tell me all about it." Show the child one of the objects. Say "Tell me all about this." After a few minutes, help the child if he cannot describe it. (Say "What is it? What color is it? What is it made of? What size is it? What shape is it?") Use one object for demonstration. Use two objects for testing.
Materials: 3 common objects
Scoring
Child makes reference to any 3 or more of the following facts.
name color function
size shape material

2 - Child can describe both items
1 - Child describes one item
0 - Child cannot describe either item

9th Week
(All week as aides
are available.)

Recall 2 Items in Sequence (4-7)
Reproduce a Design from Memory (4-8, 5-5 1/2 years)
Figure out how many aides (parent & student) you will have during the week and arrange for them to test students. This should be done as an individual activity. Refer to page 63 for the directions for both 4-7 and 4-8 (Santa Clara Notebook).
Materials: 4-7 Response cards and flash cards (see appropriate envelope in the back of the Santa Clara Notebook.)
4-8 (1) Three response cards (see appropriate envelope in the back of the Santa Clara Notebook), (2) 1/2 sheet of paper per child, and (3) Pencil
Scoring: 4-7
2 - Child has all correct
1 - Child has one error
0 - Child has two or more errors
4-8
2 - Child can reproduce the three forms accurately
1 - Child cannot reproduce one design
0 - Child cannot reproduce two or more designs

*You may want to test 5 per day and none on Tuesday.

Time (cont.)

9th Week
Tuesday

Repeat a Tapping Sequence (6-8, 5-5 1/2 years) Center Time
This can be done in small groups (4 groups of 5) during center time or during 2nd group time. The teacher claps a pattern of beats. The children clap to repeat the pattern.
Patterns:

a. . . .
b. .. .. ..
c. . .. ..
d. .. .. .

Materials: None
Scoring
2 - Child has one error or all correct
1 - Child has 2 errors
0 - Child has 3 or more errors

Time/Transportation

9th Week
Wednesday

Match Word Forms (3-11, 7) Center
Put the ditto sheets out in a center. Tell the children to find the word on each line that looks like the word in the box. Ask them to draw a circle around it. They should bring their papers to you when they are finished.
Materials: (1) Ditto p. 55 (Santa Clara Notebook) and (2) Pencil
Scoring
2 - Child matches all words correctly
1 - Child misses one set
0 - Child misses 2 or more sets

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Halloween

10th Week
(All Week)

Repeat 4 Numbers (6-9, 6-6 1/2 years)
This activity can be done while the children are lining up or whenever you have a spare minute. The teacher says a number sequence and one child repeats it. Give each child 2 series of numbers. Use the checklist to keep track of who has been tested. (One number per second)
Materials: Note card with number series on it.
Example: 6-2-9-7, 8-3-1-6
Scoring
2 - Child has one series correct
1 - Child misses one number in set
0 - Child misses two numbers in set

10th Week
(Any day with an aide or
all week during center time.)

Assign Number Value (8-8, 5-5 1/2)
Identify First, Last, Top, Botton, and Middle (8-9, 6-6 1/2)
An aide can sit at a table in the room and call individual children to her, or the aide or teacher can circulate during center time asking children which number is larger and smaller showing them the two pictures to identify position. Both activities are fast.
Materials: 8-8 Copy numbers from page 100 (Santa Clara Notebook)
8-9 2 flash cards from the envelope in the back of the Santa Clara Notebook
Scoring: 8-8
2 - Child has all correct
1 - Child has one error
0 - Child has 2 or more errors
8-9
2 - Child has all correct
1 - Child has one error
0 - Child has 2 or more errors

10th Week
(Tuesday - Thursday)

Relate Words & Pictures (7-9, 6-6 1/2) Listening Center
This activity can probably be completed in 1-2 days. Give each child a ditto sheet p. 91 (Santa Clara Notebook) and a pencil. Four children can do this activity at one time. They should sit facing out from the headset stand so that each is looking in a different direction.
Materials: (1) Tape for activity 7-9, (2) Tape recorder and headset, (3) Ditto (7-9) p. 91, and (4) Pencils

Scoring

2 - Child has all correct
1 - Child has one error
0 - Child has 2 or more errors

Patriotism

11th Week
(Monday)

Cut with Scissors (2-7, 5-5 1/1 years) Art Center
Make a flag. Run red construction paper through the ditto machine to put lines on the paper. Cut the construction paper so each child receives a piece of paper with the correct number of stripes on it. Ex: Ask them to cut out the stripes and glue them on the paper you've provided for a flag. Leave flags overnight for evaluation.
Materials: (1) Construction paper - red with lines run on it for stripes, (2) Flag base - white paper, (3) Straws, (4) Stars, (5) Blue paper or crayons, (6) Glue, and (7) Scissors
Scoring
- 2 - Child cuts stripes on the line
- 1 - Child performs task with poor control or cannot cut on a straight line
- 0 - Child is unable to use scissors

11th Week
(Tuesday - Thursday)

Matching Rhyming Sounds (5-10, 6-6 1/2 years) Listening Center
Provide a ditto sheet for page 77 (Santa Clara Notebook), the tape for activity 5-10 and pencils. Four children, facing outward, can do this activity at one time. They should bring papers to the teacher.
Materials: (1) Tape - activity (5-10), (2) Ditto (5-10) p. 77, Santa Clara, (3) Pencils, and (4) Tape recorder and headset
Scoring
- 2 - Child has all correct or 1 error
- 1 - Child has 2 errors
- 0 - Child has more than 2 errors

11th Week
(All Week)

Repeat 5 Numbers (6-11, 7 years)
Follow procedure for four numbers 10th week.
See page 86 Santa Clara Notebook.
Scoring
- 2 - Child has one series correct
- 1 - Child misses one number in set
- 0 - Child misses two numbers in set

SANTA CLARA

Senses

12th Week
(Monday - Wednesday)

Hear the Differences Between Similar Words (5-9) Listening Center
Give each child a ditto page 87 or 89 (Santa Clara Notebook). Have them listen to tape for 5-9a or 5-9b (These are alternate forms of the same activity.) Four children can be tested at one time - facing outward.
Materials: (1) Tape 5-9a or 5-9b, (2) Ditto 5-9 p. 87 or 5-9b p. 89, (3) Tape recorder and Headset, and (4) Pencils
Scoring

2 - Child has 1 error or all correct
1 - Child has 2 errors
0 - Child has 3 or more errors

The following activities must be administered individually. They all fall at the 6-7 year range on the inventory. Parent and student aides can do these or the teacher can do them while the children are working in center time.

4-11	Recall Word Forms
4-10	Recall 3 Parts Design
8-10	Tell How 2 Items Are Alike*
8-11	Sort Objects 2 Ways
7-10	Define Words*
7-11	Language Usuage*
6-10	Recall Story Facts
5-11	Match Ending Sounds
4-9	Recall Three Items in a Sequence

*These will be easy for the teacher to administer during center time.

Inventory of Supplies to Correlate With Unit Topics

ANIMALS, INSECTS, ETC.

1. A Trip to the Zoo
2. Zoo Animals (Models)
3. Zoo Fences
4. Farm Pegs
5. Farm Animals (Models)
6. Farm Animals (Flannel Board)
7. Play Family Barn
8. Animal Puppet
9. Animal Habitat
10. Animal Cages
11. Cow (Picture)
12. Woodchuck (Cutout)
13. Lotto-Zoo, Farm
14. Forest Animals (Reference)
15. Farm Animals (Reference)
16. Prehistoric Dinosaurs (2 Sets)
17. Pachyderms
18. Ant Farm
19. Assorted Papier Mache´ Animals
20. Peter Rabbit (Flannel Board Story)
21. Mrs. George´s Party (Flannel Board Story)
22. Cartoon Characters:
    - Goofy
    - Dewey
    - Huey
    - Minnie Mouse
    - Mickey Mouse
    - Daisy Duck
    - Donald Duck (2)
    - Pink Rabbit
    - Babar
    - Roo
    - Tigger
23. Eeency Weency Spider Poster
24. Nursery Rhyme Figures:
    - This Little Pig
    - Mother Goose
25. Puzzles:
    - Animals
    - Hippopotamus
    - Zebra
    - Jay Family
    - Eggs to Chicken
    - Tadpoles and Frogs
    - Bee and Hive
    - Caterpillar to Butterfly
    - Kangaroo
    - Panda and Cub
    - Dog (Sequence)
    - Owl and Owlet
    - Ducks (Sequence)
    - Caterpillars & Moths
    - Butterfly
    - Pig and Piglets
    - Giraffe
    - Cat (Sequence)
    - Penguin
    - Canada Goose
    - Ladybug

COLORS

1. Colorama
2. Color Cubes
3. Color Dominoes
4. Learning Colors Chart
5. Chart--Color Poem
6. Color Bingo
7. Play Tiles
8. Parque Boards
9. Color Chips
10. Pegboards and Pegs
11. Plastic Pegs
12. Weaving Mats
13. Little Boy Blue--Nursery Rhyme Figure
14. Wall Paper Samples
15. Buttons--Sorting
16. Materials Samples

COMMUNITY HELPERS AND SAFETY AND HEALTH

1. Fire Chief Hats (3)
2. Home and Community Helper Pictures
3. Health and Cleanliness Pictures
4. Cutout Figures:
   Postman
   Dentist
   Policeman
5. Dental Charts (2 Sets of 4)
6. Stop Signs
7. Large Stop Sign with Directions
8. Neighborhood and Community (Reference)
9. Traffic Signs for Block Center
10. Construction Vehicles
11. Puzzles:
   Farmer
   Carpenter
   Dentist (2)
   Doctor
   Police Officer
   Policeman (Sequence)
   Clown
   Brushing Teeth (Sequence)
   Combing Hair (Sequence)

FOOD AND NUTRITION

1. Versatile Vegetables (Poster—5)
2. Food Groups (Poster)
3. Food Group—Meat (Poster—2)
4. Horn of Plenty (Poster)
5. Jiffy Oatmeal Cookie Recipe
6. Jolly Green Giant (Poster—2)
7. Little Green Kid (Poster)
8. Food and Nutrition Pictures (12)
9. Flannel Foods
10. The Gingerbread Man (Flannel Story)
11. Two Hotplates
12. Food Game (Classification)
13. Ice Cream Cones (Number Game)
14. Trees and Apples (Number Game)
15. Candy (Number Game)
16. Milkman (Number Game)
17. Candyland
18. Appletree game
19. Aluminum Cooking Set and Luncheon Set
20. Plastic Foods
21. What's Cooking Game
22. Farm Crops (Reference)
23. Cow Chart
24. Paper Clip Game—Vegetables
25. Puzzles:
    Vegetables
    Farm
26. Nutrition Game
27. Lemonade Stand Game
28. Strawberries (Numbers/Counting)
29. Birthday Candles (Numbers/Counting)
30. Bacon and Eggs (Numbers/Counting)
31. Cookies (Numbers/Counting)

GAMES

1. Bingo—Initial Consonant, Alphabet, Color and Shape, Number
2. What's Cooking
3. Uncle Wiggly
4. Hi-Ho Cherry-O
5. Sammy Game
6. Hippity Hopscotch
7. Dominoes—Picture Tri-ominoes, Tactile Domino Blocks, Color Dominoes
8. Lotto—ABC, Zoo, Farm, What's Missing, Go Together, Object, Phonetic

GAMES (cont.)

9. Candyland
10. Winnie the Pooh
11. Apple Tree Game
12. Numberland
13. Adding Game
14. Number Game--Marbles
15. Hopscotch
16. Frosty the Snowman
17. Preschool Game Assortment
18. Card Games

GENERAL SCIENCE

1. Magnets are Fun (Unit--Metal/Nonmetal Objects)
2. 3" and 4" Magnifying Glasses
3. Hot Plate
4. Balancing Scale

HOLIDAYS/PATRIOTISM

1. Washington (Pictures--2)
2. Lincoln (Picture)
3. Halloween Story (Flannel Story)
4. Pilgrim Girl/Boy (Figure Cutouts)
5. American Flag
6. Horn of Plenty
7. 5 Little Valentines Poem (Chart)
8. Cardboard Pilgrims (3)
9. Boat Front
10. Valentine Puzzle
11. Easter--Pink Rabbit Cutout
12. Puzzles:
    - Thanksgiving
    - Manger Scene
    - Valentine's Day
    - Christmas Tree
    - George Washington
    - Abraham Lincoln
13. Indian Cardboard Dolls
14. Small Cowboys and Indians

LETTERS AND SOUNDS

1. Readiness Task Cards
2. Rhyming Bingo
3. Phonics Fast and Easy
4. Bingo—Alphabet, Initial Consonant
5. A-Z Panels, Upper and Lower Case (2 each)
6. Tactile Alphabet
7. Sandpaper Letters
8. Beginning Sounds—Mark-On, Wipe-Off Set
9. Laminated Letters
10. Letter Boxes
11. Phonics Arrow Game
12. First Sound Sorting Box
13. Alphabet Train
14. Lotto—ABC, Phonetic
15. Typewriters
16. Alphabet Stamps
17. Animal Cages
18. Sesame Street "C" Cookie Monster Puzzle
19. Playschool Puzzles
20. Alphabet Soup (Game)
21. Picture Alphabet Match-Ups

MANIPULATIVE TOYS

1. Clay
2. Figure Snap Craft
3. Octons
4. Tinker Toys
5. Connecting Crescents
6. Color Cubes
7. Bristle Blocks
8. Play Tiles
9. Discovery Ball
10. Georello Gears
11. Farm Pegs
12. Lego
13. Bolt It
14. Snap n' Play
15. Geoboards
16. Giant Structo Cubes
17. Structo Cubes
18. Interlocking Cubes
19. Pegboards and Pegs
20. Parque Boards
21. Lincoln Logs

MANIPULATIVE TOYS (cont.)

22. Simple Sew-Ons
23. Color Chips
24. Tactile Alphabet
25. Weaving Mats
26. Playpax
27. Dexterity Center
28. Sand and Water Tables - Paddle Toys and Boats
29. Color Beads
30. Lite Brite
31. Etch-a-Sketch
32. Buttons—Sorting
33. Blocks
34. Wood Working Tools
35. 2 Balance Beams
36. Roller (Balance) Boards

MAPS AND GLOBES

1. Puzzles:
   U.S. Map
   World Map
2. U.S. Map
3. World Map
4. Globe

MEASUREMENT

1. Metrics for Beginners (Posters)
2. Volume Sets—Cone, Sphere, Cylinder, Cube, Pyramid
3. Rice Game
4. Estimating Game
5. Balance Scale
6. Sand and Water Tables
7. Metric Me (Poster)
8. Liter (Poster)
9. Quart (Poster)
10. Clocks (4)
11. Weight Boxes
12. Measuring Cups
13. Number lines
14. Blocks
15. Yardsticks
16. String

MYSELF AND MY FAMILY

1. Let's Make Faces
2. Doll House and Furniture and Family of Five
3. Exploring Out Emotions (Chart)
4. Charts (Family)—Pets, Parents, Sisters, Brothers, Twins, Grandparents, Babies
5. Senses (Poster-4)
6. All About Me (Reference)
7. Home and Family (Reference)
8. Puzzles:
   - Grover and Franklin—Friends
   - Brushing Teeth (Sequence)
   - Sharing
   - Combing Hair (Sequence)
9. Readiness Task Cards—Self-Image, Body Parts, Senses
10. Opposites Cards
11. Dress-Up Clothes
12. Refrigerator, Stove, Sink (Child-Sized)
13. Table and chairs
14. Brooms

NUMBERS AND COUNTING

1. Hippity Hopscotch
2. See Games
3. Mathematics Their Way (Reference)
4. Tactile Domino Blocks
5. Picture Tri-Ominoes
6. Apple Tree Game
7. Numberland
8. Color Chips
9. Pegboards and Pegs
10. Number Line and Small Number Lines
11. Numbers and Pegs
12. We Learn to Count
13. Abacus
14. Cash Register
15. Candy—Number Matching Game
16. Halloween Counting Game
17. Counting Dresses
18. Number Wheel
19. Milkman Number Game
20. Adding Game
21. Sand Paper Numbers
22. Laminated Numbers
23. Safety Pin Game (Wokjobs I)

NUMBERS AND COUNTING (cont.)

24. Trees and Apples
25. Addition/Subtraction Number Cans
26. Cars and Garages
27. Ice Cream Cones (Addition)
28. Airplanes and Hangers
29. Estimating
30. Clocks (4)
31. Play Tiles
32. Farm Pegs
33. Paper Clip Games—Flowers, Vegetables
34. Number Bingo
35. Number Game—Marbles
36. Hopscotch
37. Buttons—Sorting
38. Rubber Shapers
39. Teach Key
40. Mousetraps
41. Strawberries
42. Birthday Candles
43. Bacon and Eggs
44. Cookies
45. Dominoes
46. Penny Counting Cards
47. Penny Jars
48. Airports
49. Counting Straws/Cans

NURSERY RHYMES AND FAIRY TALES

1. Flannel Board Stories:
    - Frosty the Snowman
    - Hansel and Gretel
    - Peter Rabbit
    - Ten Little Indians
    - The Gingerbread Man
    - Snow White and the Seven Dwarfs
    - Mrs. Goose's Party
2. Cartoon Character Cutouts:
    - Goofy
    - Dewey
    - Huey
    - Minnie Mouse
    - Tigger
    - Pink Rabbit
    - Babar
    - Daisy Duck
    - Roo
    - Donald Duck (2)
    - Mickey Mouse
    - Raggedy Ann and Andy
3. Nursey Rhyme Figures (Small):
    - This Little Pig
    - Jack Be Nimble
    - Tom, Tom the Piper's Son
    - Mother Goose
    - Little Boy Blue
    - Little Jack Horner
    - Humpty Dumpty
    - Hey, Diddle Diddle

NURSERY RHYMES AND FAIRY TALES (cont.)

4. Large Nursey Rhyme Figures:
   Little Jack Horner   Jack Be Nimble   Humpty Dumpty
5. Puzzles:
   Jack and the Beanstalk   The Gingerbread Man
   Three Billy Goats Gruff   Ernie
6. Frosty the Snowman (Game)

PHOTOGRAPHY

1. Camera Poster
2. Parts of the Camera (Poster—3)
3. Kinds of Camera (Poster—2)
4. Instamatic Cameras

POST OFFICE

1. Address Poster
2. Postal Symbol
3. Post Office—Mailing Letters (Poster)
4. Post Office Poem (Poster)
5. Postman Figure
6. Stamp Charts (15)
7. Cardboard Post Office
8. Cardboard Post Office Box

PRINTING CENTER

1. Design Stamps
2. Typewriters
3. Letter Stamps
4. Bond Stamp
5. Stamp Pads

SAME/DIFFERENT

1. Opposites Cards
2. Find a Pair—Puppy, Dolls, Moon, House
3. Mark-On, Wipe-Off Sets--Look Alikes, What Goes Together
4. Go Together Bottles

SAME/DIFFERENT (cont.)

5. Rough/Smooth
6. Same/Different
7. Weight Boxes
8. Hard/Soft
9. Large/Small
10. Material Samples
11. Go Together Lotto
12. Bolt Board
13. What Goes With What
14. Puzzles:
    Sesame Street--Wet/Dry
    Sesame Street--Day/Night
    Sesame Street--Big/Little

SEQUENCE

1. Sequence Stories
2. Puzzles:
    Eggs to Chicken
    Kite Flying
    Brushing Teeth
    Combing Hair
    Policeman
    Cat
    Ducks
    House
    Trees
    Dog
3. Put the Card Back Together
4. What's Missing--Mark-On, Wipe-Off

SHAPES

1. Color and Shape Bingo
2. Rubber Shapes
3. Design Stamps
4. Projects and Patterns
5. Connecting Crescents
6. Figure Snap Craft
7. Cone, Sphere, Cylinder, Cube, Pyramid
8. Blocks
9. Shapes (Workjobs I--Counting, Estimating, Learning About Area, Developing Visual Perception)

SPACE

1. Solar System Bulletin Board Set
2. Space Capsule
3. Moon Pictures (6)
4. Nursery Rhyme Characters--Hey, Diddle, Diddle
5. Poster of Planets (3)
6. Puzzles:

Astronaut	Astronauts in Capsule
Lunar Module	Rocket Blast-Off

TRANSPORTATION

1. Airports
2. Roller Boards
3. Space Capsule
4. Cars and Garages
5. Airplanes and Hangers
6. Boats (Water Table)
7. Construction Vehicles
8. Legos, Tinker Toys, Lincoln Logs, etc. for Construction of Modes of Transportation
9. Puzzles:

Helicopter	Fire Engine
City Bus	Airplane
Locomotive	School Bus

WEATHER

1. Learning About Weather (Poster)
2. Sort the Fall Leaves
3. Animal Habitat
4. Seasons (Pictures-12)
5. Frosty the Snowman (Flannel Board Story)
6. Weather Charts (Snow, Sleet, Hail, Ice, Rain)
7. Figures--Winter Clothing Boy (2), Girl (1)
8. Tree with Birds (Picture)
9. Tree (Picture)
10. Autumn (Reference)
11. Winter (Reference)
12. Spring (Reference)
13. Puzzles:
    Trees (Sequence)
    Kite Flying (Sequence)

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    - Unit 2, Plants
    - Unit 3, Autumn
    - Unit 4, Home and Family
    - Unit 5, Winter
    - Unit 6, Forest Animals
    - Unit 7, Neighborhood and Community
    - Unit 8, Farm Animals
    - Unit 9, Spring

Unit 10, Transportation
Unit 11, Farm Crops
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Index of Cross Ties Activity Cards to Units of Study

CROSS TIES--SUBJECT INDEX

Orientation--Nursery Rhymes
School Safety/Environment
Feelings
Families--Pets
Nutrition
Color/Light/Shadow
Fall
Patriotism
Fire Prevention Week
Our Bodies
Senses
Music--Instruments
Shapes
Space/Planets/Stars
Weather--Winter
Rocks/Minerals/Fossils
Post Office
Measurement--Metric and Standard
Photography
Farm Animals
Spring--Plants
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Zoo Animals
Dinosaurs
Transportation
Black History
Trees/Arbor Day/Conservation
Pollution
Community Helpers
Tools/Machines
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Grocery--Supermarket
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Manners
Economics
Electricians and Electricity
Clothing
Movement

CROSS TIES--SUBJECT INDEX (cont.)

Holidays (cont.):
- Halloween
- Thanksgiving--Indians
- Christmas/Hanukkah
- Lincoln
- Washington
- Labor Day
- Columbus Day
- New Year's Day/Day of Three Kings/Chinese New Year
- Ground Hog Day
- Valentine's Day
- St. Patrick's Day
- Easter
- April Fools
- May Day
- Hispanic Holiday
- Mother's Day

General:
- Verbal expression
- Prereading Skills
- Math Activities
- Art Activities
- Science

ORIENTATION—NURSERY RHYMES

School Orientation	A/M 1A
School Orientation (Jobs)	A/M 4A
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Self-information	E 11B
Group relationships	E 18A
Group relationships	E 20B
Responsibility	E 25A
Responding to written name (game)	LA 13B
Responsibility	LA 24A
Cooperating with peer	SS 30A
Cooperating and sharing	SS 30B
Cooperation	SS 49B
Cooperation	SS 57B
Cooperation/sharing (cleaning the classroom)	C 20B
Cooperation/sharing (dup. master)	SS 17A
Ability to cooperate	SS 36B
Public/private property	SS 41A
Relating to others	SS 43A
Dealing with social situations (game)	SS 2A
Sharing toys (game)	SS 2B
Friendship—talking together	SS 9A
Making friends (dup. master)	SS 21A
Acting out Three Billy Goats gruff	LA 17A
Listening for specific information (fairy tale)	LA 37B

SCHOOL SAFETY/ENVIRONMENT

Traffic safety	A/M 1B
Traffic safety	A/M 4B
Traffic signs	LA 1A
Signal lights	PD 2
Safety—crossing the street	SS 3A
Safety--street crossings (poem)	SS 10B
Safety	E 14A
Bus Safety	SS 3B
Safety—playground	SS 10A
Safety—different situations (dup. master)	SS 11
Safety—toys/puppets	SS 22B
Water safety	SS 54B
Safety in cooking—demo, use of kitchen utensils	C 4B
Cooking safety (dup. master)	C 18B
Pollution/litter	A/M 3A
Environment (recycling)	A/M 3B
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Environment	SS 55A

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Self-awareness	PD 91
Self-awareness	PD 99
Positive self-concept (dup. master)	SS 1
Self-expression--painted cookies	PD 87
Self-expression--blob story	PD 43
Self-expression--abstract art designs from cookies and syrup	C 29A
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Expression of feelings	E 1B
Interpreting feelings	E 19B
Emotions	LA 8A
Acting out emotions	LA 23A
Moods and feelings--peanut puppets	PD 78
Moods--jello	C 3A
Happy/Sad game	SS 16A
Moods and feelings--movement to music	SS 16B
Humor	SS 24
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Being mad (dup. master)	SS 42
Moods/feelings related to weather	SM 5B
Moods and feelings--music experience	A/M 18B
Feelings--finger painting	A/M 25B
Moods and feelings	E 16B
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Relating to others	SS 43A
Predicting outcomes--social situations	LA 8B
Relating personal experiences	LA 43A
Fantasy/reality	LA 18A
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Attitudes and values	E 19A
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Family--house/people	PD 41
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FAMILIES--PETS (cont.)

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Housing--dream house (self-expression)	SS 25B
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People cutouts	PD 13
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Responsibility	LA 24A
Developing responsibility at home (place setting)	SS 15A
Developing responsibility at home (setting a table)	SS 15B
Pets--predicting outcomes	E 24A
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Pets where they live--(dup. master)	SS 5

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Nutrition	E 5A
Nutrition	C 7A
Nutrition--fruit flowers	C 36A
Nutritional awareness--vegetable dip	C 41A
Proper nutrition--peanut butter sandwiches	C 6B
Four basic food groups (baking)	
Classification--food groups	C 19B
Discuss/taste/label pictures of 4 food groups	C 19A
Four food groups--awareness--pizzas	C 35A
Nutritional awareness--eggs/bacon	C 16B
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Following a recipe--applesauce	C 15A
Following directions--milk shake	C 18A
Discuss/cook glazed carrots	C 26A
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Taco salad--task completion	C 9B
Small muscle coordination--slicing frankfurters	C 10B
Following directions--egg salad sandwiches	C 17B
Coloring sheet--steps in making icing	C 23B
Discuss and make banana pops	C 25B
Cereal pictures	SM 40B

COLOR/LIGHT/SHADOWS

Art activity—crayons	A/M 15A
Art activity—carbon, chalk	A/M 15B
Art activity—straw painting	A/M 16A
Collage	A/M 20B
Art activity—color (dry tempra)	A/M 12A
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Colors—visual discrimination (rainbow)	PD 75
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Recognizing the color orange (dup. master)	SM 13A
Blue—matching blue objects	SM 22B
Scientific experimentation—breaking the colors into the color spectrum	SM 43A
Drawing conclusions after observing light refraction experiment	SM 43B
Shapes/colors/textures—fabric pictures	A/M 32B
Sorting beads by color	LA 48A
Matching colors (visual discrimination)	LA 48B
Shadow Puppets (small muscle coordination)	PD 51
Body parts—Silhouette	SS 4A
Color Recognition (story/dup. master)	SM 13A

FALL

Fall	LA 6
Trees (Autumn)	A/M 5A
Fall leaf design	PD 14
Splatter painting (dry leaves)	PD 11
Vocabulary—autumn, hoard, hibernate, migrate	E 5B
Seasonal changes—hibernation	SM 6A
Classifying sets—hibernating and nonhibernating animals	SM 18A
Identifying weather forms	E 22B
Temperature change—hot/warm/cold	PD 44
Forms of precipitation book	SM 29A
Identify pictures of precipitation	AM 29B
Thunder	SM 53A
Clouds—weather condition pictures	SM 53B
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Picture book seasons	LA 44B
Four Seasons	SS 36A

FIRE PREVENTION WEEK

Career--fireman	E 9B

PATRIOTISM

Patriotism	E 27A
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U.S. Flag	LA 4B
U.S. Flag	PD 58
Hat	PD 53
Democracy and voting	SS 33A
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Awareness of history	SS 34A
Developing patriotism	SS 34B
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Body parts (ice cream)	C 1A
Body parts	C 20A
Body parts	PD 1
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Body parts--silhouette	SS 4A
Facial features	LA 7A
Facial features	LA 7B
Hand print cookies (uniqueness of the individual)	C 6A
Human Skeleton (macaroni)	SM 48B
Property of animals--spine	SM 48A
The eye--funtions (dup. master)	SM 4A
Health needs--dressing paper doll for rain	SM 5A
Clothing--classifying	E 15B
Health habits	LA 45B
Body needs (rest--pantomime)	SS 19A
Creative movement	A/M 19B
Positive self-concept	E 11A
Self-information	E 11B
Self-awareness	PD 99
Self-awareness	PD 91
Self-information--birthdays (dup. master)	SS 40

OUR BODIES (cont.)

Birthday chart for each season	SS 53A
Listening to footsteps	LA 49A
Physical differences in people	SS 44A
Nutritional awareness--body salads	C 38A
Book about self	LA 45A

SENSES

Sound:

Noisemakers	A/M 17B
Sounds	E 7B
Sound--animal sounds	LA 5A
Memory--animal sounds	E 21A
Auditory discrimination	PD 81
Auditory association--guessing game-blindfolded	SM 37A
Auditory association--comparing tones of bells	SM 37B
Sound Waves--scientific experimentation	SM 52A
Hearing--objects you can hear (dup. master)	SM 52B
Thunder	SM 53A
Identification of sounds	LA 26A
Game--Do as I say, Not as I do	LA 26B
Sound--direction of	LA 34B
Listening to footsteps	LA 49A
Hearing sounds and discussing	SM 30A
Auditory awareness--making sound vibrations	SM 33A

Touch:

Touch	A/M 8A
Art activity--hot/cold	A/M 18A
Touch--texture	A/M 20A
Touch--texture	A/M 21B
Smooth/rough objects	E 25B
Hot and cold	LA 23B
Temperature change--hot/warm/cold	PD 44
Tactile recognition--string patterns	PD 52
Touch	PD 71
Shape/color/texture--fabric pictures	A/M 32B
Touch--identification of items by touch	SM 14A
Touch--hot/cold classifying	SM 18B
Classification--rough/smooth	SM 30A
Touch--matching similar fabrics	SM 31B
Identification and classification by touch (dup. master)	SM 31A

SENSES (cont).

Sight:

Color discrimination	PD 84
Shape/color/texture fabric pictures	A/M 32B
Magnifying glass	PD 5

Taste:

Sweet/sour	SM 34A
Taste (dup. master)	SM 35A
Taste	PD 95
Taste	C 5A, 5B 16A, 16B
Taste—sweet	C 29B
Taste—texture fresh/dry fruit	C 37B

Smell:

Smelling foods	SM 1A
Discussing scents	SM 1B
Sense of smell (dup. master)	SM 11A
Making sachets	SM 34B

General:

Senses--match pictures and senses which recognize them (dup. master)	SM 42B
Senses	E 17A

MUSIC--INSTRUMENTS

Rhythm--syllables—names	A/M 21B
Musical instruments—auditory discrimination	PD 81
Musical instruments	PD 86
Making Musical Instruments	A/M 34A
Wooden blocks—in time to music	A/M 34B

SPACE—PLANETS--STARS

Globes, Earth	A/M 6A
Language experience—Astronauts	LA 32A

SHAPES

Collage	A/M 20B
Button pictures	A/M 10B
Labeling objects	E 1A
Shapes, sizes, color discrimination	E 12B
Shapes	E 22A
Shapes--comparing	E 2A
Balloon painting (geometric forms)	PD 89
Colors and shapes	PD 45
Shapes	PD 24
Line patterns	PD 29
A design	PD 31
Map (shapes and colors)	LA 42B
Recognizing a square--puzzle	SM 9A
Constructing triangles	SM 17A
Shapes--circles, squares, triangles	SM 17B
Making rectangles	SM 21A
Identifying rectangles	SM 21B
Visual discrimination--identifying shapes (dup. master)	SM 25A
Visual discrimination--identifying shapes (dup. master)	SM 25B
Shape recognition (dup. master)	SM 26A
Matching shape to outline	SM 59A
Shape/color/texture--fabric pictures	A/M 32B
Visual discrimination--recognize object by shape	LA 49B

POST OFFICE

Mail carriers	LA 29B
Letter writing	LA 30A
Stamp jar	PD 38

ROCKS--MINERALS--FOSSILS

Fossils	PD 68
Ability to organize--collection of rocks	SM 32A
Shell paper weights	A/M 41A
Shell animals	A/M 41B
Art activity--rock people	A/M 43A

WEATHER--WINTER

Snowman	A/M 13A
Bird feeder	PD 37
Picture book (seasons)	LA 44A
Verbal expression--snowman	LA 20B
Visual discrimination	LA 19
Observation of seasons--comparable pictures	A/M 28A
Feelings about the weather	LA 25A
Feelings about the weather	LA 25B
Signs of winter (dup. master)	SM 18A
Identifying weather forms	E 22B
Temperature change--hot/warm/cold	PD 44
Precipitation	PD 48
Forms of precipitation book	SM 18A
Identifying pictures of precipitation	SM 29B
Clouds--weather condition pictures	SM 53B
Air pressure	PD 49
Concept of air	PD 19
Four seasons	SS 36A
Winter feelings--acting out	LA 18A
Solid/liquids--ice melting	PD 94

MEASUREMENT--METRIC AND STANDARD
(Activities are interchangeable)

Shorter/longer	A/M 2B
Concept long/short	PD 46
Standard measurement	E 9A
Recognizing science tools (tape measure)	E 4B
Balance scale	PD 18
Balance scale	PD 23
Thermometer	PD 26
Hypothesizing--solids/liquids	E 23A
Solids/liquids--ice melting	PD 94
Observe and discover--steam/ice	E 13A
Measurement	PD 20
Measurement--cooking	C 4B
Measuring dry ingredients	PD 7
Measuring liquid ingredients	PD 9
Measurement and following directions:	
Pudding	PD 21
Fudge	PD 39
Guacamole salad	C 94
Marshmallow Nut Balls	C 13A
Chocolate Marshmallow Crunch	C 22A
Cinnamon Apples	C 28A

MEASUREMENT--METRIC AND STANDARD (cont.)

Biscuit Sweet Rolls	C 40A
Tuna Salad	C 38B
Candy	C 39B
Sandwiches	C 40B
Peanut Butter	PD 57
Punch	PD 92
Grape Drink	C 12B
Icing (cooperation)	C 27B
Peanut Brittle (task completion)	C 28B
Fruit Salad	PD 10
Hot Chocolate	PD 50
Comparison of size (dup. master)	SM 6B
Comparing size Height	SM 58A
Size concepts	SM 58B
Comparing length	SM 28A

FARM ANIMALS

Farm Animals	A/M 9B
Farm Animals--movement (top to bottom)	E 6A
Animal notebook (left to right)	PD 66
Living/nonliving classification	SM 7A
Living things--ant farm	SM 57A
Book marker--mouse	PD 90
Bread sculptures	PD 92
Creating animals (marshmallows)	C 21B
Peanut butter clay animals	C 25A
Baby animals	LA 40A
Animal Bingo--initial consonant sounds	LA 30B
Animal sounds	LA 34A
Memory--animal sounds	E 21A
Nonverbal communications--animal sounds	SS 26B

PHOTOGRAPHY

Career awareness--film crew	SS 56A
Eye-Hand coordination--making a film roll	A/M 42A

SPRING--PLANTS

Identifying weather forms	E 22B
Precipitation	PD 48
Book of Spring	PD 59
Awareness of Spring	C 31A
Concept of air	PD 19
Describing experiences--spring	LA 39A
Discuss spring pictures--seasonal influences on human activity	SS 53B
Discussing a poem--"March is Almost Over"	LA 31A
Verbal expression	LA 20A
Observing seasons--comparable weather scenes	A/M 28B
Wind Chimes	A/M 29A
Making Bird Nests	A/M 38A
Identifying weather forms	E 22B
Seasonal recreation--parachute	PD 64
Flowers	A/M 25A
Decorating flower pots	A/M 35B
Making fruit flowers	C 36A
Flower growth	LA 41A
Flowers	LA 41B
Spring flowers	A/M 35A
Plants and water	PD 98
Plant growth	PD 65
Plant growth	PD 77
Parts of a plant	AM 14B
Plants need soil/water/light	SM 2A
Scientific methods--experiment growing lima beans	SM 12A
Following directions--planting seeds	SM 12B
Classification--plants/animals	SM 2B
Classification--living/nonliving	SM 7A
Living/nonliving (dup. master)	SM 36A
Four seasons	SS 36A

FARM TO MARKET

Seed growth	LA 9B
Food sources	LA 11A
Food sources	LA 11B
Plant growth	LA 21A
Plants as a food source	C 32A
Plants as a food source	C 33A
Plant/animals as food sources	C 39A
Animals as a food source	C 32B
Plants as a food source (fruit)	C 35B

FARM TO MARKET (cont.)

Farm to consumer (sequence)	SS 18B
Foods from plants and animals	SM 7B
Sea animals as food	SM 54A
Living and nonliving (dup. master)	SM 36A

HEALTH FRIENDS

Dentist	LA 27B
Duties of the dentist	SS 32A
Foods and tooth decay	SS 32B
Doctor's office--relating experiences	E 19A
Drawing conclusions--hospital friends	E 24B
Health habits	LA 45B
Health needs	AM 3B
Careers in medicine (circle pictures of medical equipment)	SS 28B
Women's role in medical history (mobile)	SS 28A
Thermometer--experiment--learning to interpret results	SM 27A
Temperature experiment--hypothesize	SM 27B

ZOO ANIMALS

Animal Puppets	A/M 5B
Animals	LA 5B
Zoo animals--dramatization	E 10B
Bread sculptures	PD 92
Animal notebook (left to right)	PD 66
Me--body growth (vegetable alligator)	PD 69
Butterfly/animal creations (fruit)	C 21A
Creating animals (marshmallows)	C 21B
Following diretions--Hippo salad	C 26B
Peanut butter clay animals	C 25A
Yarn birds	A/M 31A
Making octopus	SM 39A
Shell animals	A/M 41B
Animal sounds	LA 5A
Memory--animal sounds	E 21A
Nonverbal communications--animal sounds	SS 26B
Animal Bingo (initial consonant sounds)	LA 30A
Living things--ant farm	SM 57A
Birds	LA 38A
Properties of animals--birds	SM 47A
Visual discrimination--parts of birds	SM 47B
Classification plants/animals	SM 2B

ZOO ANIMALS (cont.)

Animal classification (dup. master)	SM 41B
Properties of animals--spine	SM 48A
Life cycles--draw pictures	SM 49A
Sea animals--recognition	SM 54B
Shell paper weights	A/M 41A
Respecting public and private property--Zoo	SS 41A
Careers--Zoo employees	SS 41B
Experience chart--5 categories of animals	SM 41A
Sea Pictures	SM 39A

DINOSAURS

Fossils	PD 68
Evaluating Prehistoric Art	A/M 28A
Living things--clay dinosaurs	SM 40A
Living things--compare prehistoric animals to living animals	SM 40B

TRANSPORTATION

Visual discrimination--tracking a path	A/M 14B
Trains (rhythm)	A/M 26A
Transportation	LA 28
Paper airplane	PD 61
Flyers	A/M 43B
Sailing ship	PD 15
Transportation	SS 37A
Transportation	SS 37B
Transportation careers	SS 37B
Transportation safety	SM 38A
Transportation safety	SM 38B
Awareness of weather at sea--boats/waves	SM 8A

TREES--ARBOR DAY--CONSERVATION

Trees (autumn)	A/M 5A
Tree changes	LA 21B
Tree (small muscle coordination)	E 26A
Conservation of trees	SS 46B
Environmental conservation (make-believe forest)	SS 18A
Park Rangers	SS 54A
Arbor Day	SS 46A

POLLUTION

Pollution--litter	A/M 3A
Pollution	A/M 7A
Pollution	A/M 7B
Pollution/littering book (dup. master)	SS 7
Pollution discussion	SS 12A
Pollution and its effects	SS 12B
Noise pollution	SM 10A
Noise pollution	SM 10B

COMMUNITY HELPERS

Careers	E 16A
Responsibility	E 25A
Career awareness	SS 29A
City workers	SS 48A
Construction workers	SS 52B
Electricians	SS 22A
Dramatization--Business office	SS 45A
Volunteer workers--discussion	SS 49

TOOLS--MACHINES

Recognizing science tools	E 4B
Construction workers	SS 52A

COMMUNICATIONS--TELEPHONE

Communications	E 28A
Different means of communicating (potato printing)	PD 55
Telephone	PD 56
Telephone--learning your number	PD 12
Picture messages	SS 26A
Nonverbal communication--animal sounds	SS 26B
Acting out commercials	LA 47A

CHILDREN AROUND THE WORLD

Children in other lands—Spain	A/M 9A
Children in other lands—Bottle people	A/M 23A
Climate of other lands	A/M 23B
Collage of other lands	A/M 24A
Buildings in other countries	A/M 24B
Other cultures	E 18A
Awareness of culture	SS 56B
Relations with others from foreign lands	SS 23B
Discuss El Cinco de Mayo (dup. master)	SS 50
Languages (French and Spanish terms)	LA 42A
Food customs—Mexico	C 14B
Mexico—clothing and cultures	SS 8A
Mexico—making sombreros	SS 8B

FACTORIES

Industrial products	SS 45B

GROCERY—SUPERMARKET

Grocery store	PD 25

ELECTRICIANS—ELECTRICITY

Career—electrician	SS 22A

ENERGY

Windmill	PD 62

CLOTHING—SEASONS

Hat making	A/M 17A
Seasons—clothing	A/M 19A
Sailor hats	A/M 6B
Classification of clothing	E 15B
Health needs—dressing a paper doll for rain	SM 5A
Classification game—shoes	SM 16B

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MOVEMENT

Crawl	E 3B
Top to bottom	E 6A
Run/gallop	E 7A
Jump/hop/skip	E 12A
Throwing and coordination	E 21B
Under/behind/on top (spatial awareness)	E 4A
Balance beam	E 8A
Balance Beam	PD 16
Relay race	SM 16A
Counting while marching	SM 20B
Rolling in one spot (large muscle coordination)	SM 23B
Relay race—crawl/gallop/skip/jump	SM 44A
Walk in different ways (large muscle coordination)	SM 44B
Dramatic movement—awareness of rhythm	A/M 37A
Dance to music	A/M 38B

HALLOWEEN

Rhyming words	LA 9A
Following directions	C 8A
Trick or treating safety	C 8B
Holiday awareness	C 7B
Safety—act out a poem	SS 13A
Black cats (small muscle coordination)	PD 17
Jack-o'-Lantern (eye-hand coordination)	PD 22
Popcorn balls	PD 30
Making monsters (eye-hand coordination)	C 34A
Fantasy/reality—magic potion drinks	C 34B

THANKSGIVING

Indians	A/M 11A
Indians	A/M 11B
Predicting outcomes	LA 14A
Labeling—turkey	LA 14B
Reading—Thanksgiving Card	LA 15B
Describing in detail (what we're thankful for)	LA 15A
Bead Necklaces	LA 16A
Thanksgiving acting	LA 16B
Food customs—bread stuffing	C 11B

INDIANS

Thanksgiving (Indians)	A/M 11A
Thanksgiving (Indians)	A/M 11B
Shell Jewelry	PD 96
Cultural awareness--Southwestern Indians	C 41B
Drums	PD 28
Totem Poles--Juice cans	SS 6
Bead Necklaces	LA 16A

CHRISTMAS--HANUKKAH

Christmas ornaments	A/M 13B
Christmas--Santa Claus face/hat	A/M 14A
Greeting card	A/M 16B
Card Holder	A/M 12B
Painted Cookies (self-expression)	PD 87
Christmas decorations	PD 33
Papier mache´ pinata	PD 34
Christmas ornaments	PD 35
Wrapping presents	PD 36
Stamp jar--Christmas present	PD 38
Candleholder--Christmas present	PD 40
Awareness of holidays--Christmas	C 17A
Awareness of holiday foods--candied sweet potatoes	C 11A
Holiday foods	C 13B
Holiday foods	C 15B
Measurement--following a recipe (Christmas candy log)	C 14A
Visual Recall	LA 19A
Sequencing story	PD 3
One to one correspondence--matching	SM 24B
Visual recall--discrimination	LA 19B
Christmas in other lands (Netherlands game)	SS 20A
Emotion--Christmas--discuss poem/story	SS 20B
Dreidel top (Customs/traditions)--Hanukkah	PD 32

LINCOLN, ABE

Famous American People	E 27B
Log Cabin	C 24A
Identifying Abe Lincoln (dup. master)	SS 31A
Recognizing Lincoln´s Profile	SS 31A

WASHINGTON, GEORGE

Crossing the Delaware—boat cake	C 24B
Identifying Washington (dup. master)	SS 35A

HOLIDAYS

Columbus Day:

Famous American People	E 27B

New Year's Day/Day of Three Kings/Chinese New Year:

Hat making	A/M 17A
Noisemakers	A/M 17B
Chinese New Year	PD 47

Valentine's Day:

Valentine Hats	A/M 22A
Valentine Caterpillars	A/M 17B
Valentine Holder	PD 54

St. Patrick's Day:

Language arts—dramatization	PD 63
Discuss St. Patrick's Day—customs-make shamrock cookies	C 27A
Reality/fantasy (Leprechauns)	LA 33A

Easter:

Animals—rabbit	LA 2A
Hop (rabbit)	LA 24B
Easter Basket	PD 83
Measurement	PD 70
Easter	PD 72
Funny Bunny Salad	PD 73
Eggshell art	PD 76
Holiday customs	C 30A
Decorating an egg (small muscle coordination)	C 30A
Familiar to unfamiliar with eggs	A/M 30A
Coloring eggs (coordination)	A/M 30B
Jigsaw puzzle—cracked egg	LA 37B
Ability to hypothesize (eggs)	SM 45A
Sequence—egg—hen to eating	SM 45B

HOLIDAYS (cont.)

April Fools:

Comic strip story	LA 36A

May Day:

May Day	SS 47A
Discuss affects of seasons on people--Poem "May Day"	SS 47B
May Pole	A/M 33A
May Basket	

Hispanic Holiday:

Mother's Day:

Soap	PD 82

GENERAL

Attention Span (any short story and record with action)	E 6B
Articulation	E 10A
Discussing events--appropriate for any event	E 15A
Describing in detail (birthday story)	E 23B
Expression trip	LA 44A
Clear pronunciation game	SS 9B
Following directions by reading signs (in/on/under, etc.)	SS 14A
Following directions--listening to exact instructions	SS 14B
Verbal expression--telling anecdotes	SS 43B
Verbal expression--summer fun posters	SS 55B
Opposites--sentence completion	LA 12A
Cause and effect--sentence evaluation	LA 12B
Labeling familiar objects	LA 3B
Reality/fantasy (dup. master)	LA 33B
Telling Jokes	LA 35A
Following directions (dup. master)	LA 35B
Making up a story--verbal expression	LA 39B
Sequencing any story	# 14B
Likeness--match objects	SM 3A
Likeness and differences--match identical objects	SM 3B
Visual memory	SM 20A
Like and different (dup. master)	LA 1B
Visual discrimination--matching jar lids and holes	LA 3A
Visual Recall--game	LA 13A

GENERAL (cont.)

Initial consonant sounds (puzzle)	LA 29A
Distinguishing letter (dup. master)	LA 31B
Rhyming words--poetry	LA 46A
Visual discrimination--letters (dup. master)	LA 50B
Alphabetical order--booklet	LA 50A
Finding hidden objects in a picture (Visual perception)	LA 38B
Following directions--any game	E 17B
Auditory discrimination--Music	PD 81
Picture book--anything	PD 27
Picture book--summer	LA 43B
Parts to whole (dup. master)	SS 19B
Comparison of size (dup. master)	SM 6B
Quantities 0-10 game	SM 15A
Sets--sorting pictures	SM 18A
Numeral 4 game	SM 22A
Left to right progression--ordinal	E 20A
Equivalent sets	SM 39B
Sets (dup. master)	SM 42A
Numerals--game	SM 51A
Sets (0-10) matching	SM 51B
Numerals (dup. master)	SM 56A
Sequential order--numbers	SM 59B
Less than--more than (dup. master)	LA 32B
Art Activities:	
Salt painting	PD 88
Clay bead necklaces	PD 67
Pictures during different months	SS 29B
Directions for weaving (selective attention)	SM 42A
Paper Clowns	A/M 36A
Abstract art	A/M 36A
Painting with water	A/M 36B
Interpretation of the operation of an inanimate object	LA 22B
Inanimate object--dramatization	LA 22A
Science:	
Experimental observation--solids in water	SM 55A
Scientific methodology--melting ice	SM 55B
Curiosity--learning about familiar inventions	SS 39A
Float/sink	SM 8B
Identifying specimens of collections	SM 32B
Discovery--new ways to use clothespins	SM 39A
Magnets	

DAILY LESSON PLAN

*Each child comes only one day this week for this 2-hour orientation session. No more than 8 children daily.

UNIT: Orientation to School DATE: August
TODAY'S EMPHASIS: (Learning) Classroom Environment and Rules
CONCEPTS: School is fun! There are things there we know about. We will also learn many new things.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar
2. Introduce myself.
3. Use name cards to meet children.
4. Teach song "Good Morning."
5. Play "Do As I Do" game.
6. Dramatize nursery rhymes: "Jack Be Nimble," "Humpty Dumpty," "Little Jack Horner," etc.
7. Introduce the centers to the children.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Safety signs
Vehicles street
Scene, creative play
Dramatizing safety situations

MUSIC/LISTENING/READING

Nursery rhyme record
"101 Favorite Nursery Rhymes to Music"
Reading: Nursery rhyme books - Bibliography
Poems and rhymes - childcraft

PRINTING - Use typewriters.

Overstreet School
friends
kindergarten
teacher

Have these words printed on board or cards.

MATH/GAMES/PUZZLES

Puzzles:
Three Billy Goats Gruff
Jack and the Beanstalk
2 Cookie Monster Puzzles
Gingerbread Boy
Math: Legos - large and small
Wooden shape boards with cylinders

ART

Lavender and blue paint
Green paper - Each child will cut out a leaf. Write child's name on leaf. Hang on tree on wall.

SCIENCE/SOCIAL STUDIES

Balance scales
Magnifying glass
} various rocks, shells, blocks

WOOD WORKING/SAND/WATER

Different size containers and strainers. Free play.

DRAMATIC PLAY

Pretend home life in home environment.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

1. Lemonade and cookies

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Sing familiar songs.
2. Read and do more fun nursery rhymes.
3. Filmstrips: "Favorite Nursery Rhymes."

Song:

G E C G E C
Good Morning, Good Morning!

D E F E D G E C
It's a good, good, good, good morning.

C A A G C A A A G
We say hello and how do you do.

C A A G E F E D
To all our friends and teacher too.

G E C G E C
Good Morning, Good Morning!

D E F E D G E C
It's a Good, Good, Good, Good, Morning.

Nursey Rhymes/School Orientation

One I Love, Two I Love - Nonny Hogrogian
Mother Goose - Kate Greenaway
Mother Goose - Brian Wildsmith's
A Treasury of Mother Goose - M
Mother Goose - Tasha Tudor
Holly Hobbie's Nursery Rhymes - 398.8 H
Tom, Tom, the Piper's Son - Paul Galdone
This Little Pig - A Twig - Lenore Blegrad
Cat and Mouse - Rodney Peppe'
One, Two, Buckle My Shoe - Gail E. Haley
Old Mother Hubbard and Her Dog - 398.8 N
The Very Young Mother Goose - 398.8 M Austin
In a Pumpkin Shell - Anglund
Humpty Dumpty - Rodney Peppe'

DAILY LESSON PLAN

UNIT: Safety at School DATE: August
TODAY'S EMPHASIS: Safety while walking or riding.
CONCEPTS: We must learn safety rules and obey them to stay healthy. While walking or riding, we must stop, look, and listen at crossings and obey the crosswalk guard.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar
2. Name cards
3. "Good Morning"
4. Read: On the Safe Side
5. Discuss: Crossties Big Book (Sept.) - crosswalk guard, rules, etc.
6. Introduce puppet, Clyde the Frog. Use safety chart to go over safety rules.
7. Teach: "Stop, Look, Listen"
8. Introduce Mystery Letters

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Town layout, vehicles, safety signs, and blocks

PRINTING

crosswalk guard
street
stop
safety
bicycle
policeman

MUSIC/LISTENING/READING

Cassette: Safety Songs
Reading: Bibliography

MATH/GAMES/PUZZLES

School Bus Puzzle
Friends Puzzle
Crosswalk Guard Puzzle
Train Puzzle
Policeman Puzzle
Sharing Puzzle
Math:
Legos
Workjobs - Cars and Garages Game
Safety Signs and Vehicles

ART

Red, green, and yellow paint
Children draw and cut out safety signs, their cars, school buses, etc. to put on bulletin board of Our School (stop, one way, bike, railroad).

SCIENCE/SOCIAL STUDIES

School Safety (color, cut, glue sheet)

WOOD WORKING/SAND/WATER

Closed

DRAMATIC PLAY

Home Environment
Mammas pretend to take children on walks safely.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Take children to the street and practice crossing. Sing "Stop, Look, and Listen" while crossing.
2. Review songs.
3. Review safety signs. (Use wooden signs.)
4. Language activity.
5. Let children dictate safety rules while the teacher writes them on a poster.

Song: "Stop, Look, Listen"

C G G C C
Stop, look, and listen

E F A G F E
Before you cross the street.

C E G
Use your eyes,

E G C
Use your ears,

D B B C
Then use your feet.

DAILY LESSON PLAN

UNIT: Safety DATE: August
TODAY'S EMPHASIS: School Environment
CONCEPTS: There are many parts to our school, and we must all work to keep it clean and safe.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar and "Good Morning" song.
2. Name cards
3. Teach: "The Bus"
4. Take tour of school - Discuss what it is and what we should do (playground, 1st and 2nd grade rooms, other buildings, cafeteria, library, office).
5. Let everyone find an S in the room and put finger on it.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build Overstreet School and flag pole. Use wooden people.

PRINTING

office
cafeteria
school
libraray
hall
playground

MUSIC/LISTENING/READING

Cassette of safety songs which included all songs we've learned this year.

MATH/GAMES/PUZZLES

Safety puzzles
Wooden safety signs
Cars and garages game
Legos

ART

Red, green, and yellow paint Helping Hands Mobiles: Each child traces his hand, cuts out, and writes his name on it. The teacher writes on it what the child says he will do to keep the school safe and clean. Hang all hands on one mobile.

SCIENCE/SOCIAL STUDIES

Draw, color, and cut out playground equipment. Put on bulletin board of Our School.

WOOD WORKING/SAND/WATER

Closed

DRAMATIC PLAY

Set up chairs as on a bus. Let children pretend to take bus ride. Have children pretend to be the policeman, the traffic light, the driver, etc. Obey traffic signals. Sing song, "The Bus."

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Walk around playground. Point out boundaries.
2. Go over safety do's and don'ts.
3. Filmstrip - "School Environment and Safety"
4. Flannel Board - <u>Little Red Riding Hood</u> (Safety - talking to strangers).

Song: "The Bus"

```
      C    F    F    F    F  A    C     A    F
(1)  The wheels on the bus go round and round,

      G    E    C
     round and round,

      C    A    F
     round and round,

      C    F    F    F    F  A    C     A    F
     The wheels on the bus go round and round,

      G     C      C  F
     All through the town.
```

(2) The people on the bus go up and down.
(3) The driver of the bus says move on back.
(4) The wipers on the bus go swish, swish, swish.
(5) The babies on the bus go wah, wah, wah.
(6) The Mommas on the bus go shh, shh, shh.
(7) The Daddys on the bus go spank, spank, spank.

DAILY LESSON PLAN

UNIT: Safety and School Environment DATE: August
TODAY'S EMPHASIS: School Personnel
CONCEPTS: There are many people who work hard to make things happen at school and to keep the school safe.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calender and "Good Morning" song.
2. Name cards
3. Use block people and Crossties Big Book (Sept.) to discuss important personnel and their jobs (Secretary, Principal, Janitor, Librarian, Cafeteria staff, Nurse).
4. Go meet Principal and Secretary in office.
5. Do bicycle exercise.
6. Think of words that begin with S and put on board.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build Overstreet School.
Use block people and vehicles to dramatize safety rules when coming to school.
Build playground equipment.

MUSIC/LISTENING/READING

Cassette of safety songs
Let children use musical instruments today with songs.
Reading: Bibliography

ART

Clay - Form people, school buildings, etc. out of clay dough.

PRINTING - Using typewriters

principal
secretary
nurse
janitor
teacher
librarian

MATH/GAMES/PUZZLES

School Puzzle
Policeman Puzzle
Candy Land Game
Math:
Pegs and Boards
Hands and Feet Puzzles

SCIENCE/SOCIAL STUDIES

Draw pictures of school personnel to put on bulletin board of Our School.

WOOD WORKING/SAND/WATER

Closed

DRAMATIC PLAY

Pretend to play school today. Let one child be the teacher one the principal, one the nurse, etc. Set up table, desk and chairs, chalkboard.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Teach Song, "Go, Go, Go, Clyde," if time.
2. Filmstrip, "School Helpers"
3. Review songs.
4. Flannel Story, "Three Little Pigs" (Safety)

Song: "Go, Go, Go, Clyde"
Tune: "Row, Row, Row Your Boat"

Go, Go, Go, Clyde
Watch your safety rules
Carefully, carefully, carefully, carefully
On your way to school.

DAILY LESSON PLAN

UNIT: Safety DATE: August

TODAY'S EMPHASIS: Tornado and Fire Safety (Review yesterday's safety rules)

CONCEPTS: We must know what to do in emergencies, such as fire and tornados.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar and "Good Morning " song.
2. Review yesterday by drawing smiling faces on everyone's hand. Do fingerplay, "Finger Walking."
3. Use Clyde and chart to discuss drills. (What is a tornado? What to do? Practice tornado drill).
4. Discuss fire and fire drill. Practice a fire drill.
5. Teach song, "We Must Use Out Safety Rules at Home and School."
6. Repeat many words. Let children stand on words that begin with S.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Town layout
Vehicles
Safety signs
Blocks

PRINTING

tornado
fire
safety
drill

MUSIC/LISTENING/READING

Cassette of safety songs
Reading: Bibliography

MATH/GAMES/PUZZLES

Cars and garages game
Math: Use interlocking cubes. Have 3 large paper circles on the floor. Sort cubes into a red group, green group, and yellow group.

ART

Red, green, and yellow paint.
Use plastic lids for children to cut 3 circles - one yellow, green, red, Staple to popsicle sticks to be traffic lights or glue in order on black rectangle.

SCIENCE/SOCIAL STUDIES

Safety worksheet
Discuss safety signs on wall.

WOOD WORKING/SAND/WATER

Closed

DRAMATIC PLAY

Set up chairs as in a car. Have a policeman and a traffic light. Pretend to take a drive and obey traffic signals, etc.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

1. Review songs.

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Let children take turns being drivers, policemen, crosswalk guards, traffic lights (use the ones they made).
2. Dramatize in room street safety. Try to get toy 3-wheeler or tricycle to use.

Song: "We Must Use Our Safety Rules at Home and School"

We must use our safety rules at home and school, Be safe.
We must use our safety rules at home and school, Be safe.
We must use our safety rules at home and school, Be safe.
We must use our safety rules at home and school, Be safe.
We must use our safety rules at home and school, Be safe.

Tune, "She'll Be Coming Round the Mountain"

Books and Films

"Safety Stories" (Filstrips) Britannica - FS 614.8 S
"Walt Disney's Safety Tales" - FS 614.8 W
Safety First - 796.6 B Baker
Learning Safety Signs - C 371.7 S Scott
Traffic Safety (Poster) - C 614.8 T
Traffic Safety - TD 614.8 D Dennison Manu
Safety Poster - C 371.7 H Hansen
Safety Can Be Fun - 371.7 L Leaf
"Safety First" - FS 614.8 S Troll Association
"Sing a Song of Safety" - SFS 614.8 S
Safety Helpers - C 371.7 S Bowman
The Sad Tale of the Careless Klunks - *F Kessler
I Want to Be a Policeman - 352 G Greene
About School Helpers - 371.2 H Hoffman
I Want to Be a Teacher - 371 G Greene
The School - F Bur Burningham
A Child Goes to School - 372.1 S Stein
Will I Have a Friend - F Coh Cohen
First Day at School - F Hol Holland
I Wish I Was Sick, Too! - F Bra Brandenberg
Where Does the Teacher Live - F Fed Feder
Children's Book on How to Use Books and Library Materials - 028.7 M
Little Red Riding Hood - 398.2 H
Goldilocks and the Three Bears - 398.2 C
Little Red Hen - 398.2 D
3 Little Pigs - 398.2 T
ABC - F Bur
The 3 Billy Goats Gruff - 398.2 A

Dear Parents,

We share with you your concern over the safety of your child in all areas of his/her life. This concern is intensified by the knowledge that more than 16,000 children under the age of 15 are killed in various kinds of accidents in the United States each year. Injuries run into the millions.

For this reason, we spent the entire first week of school learning and studying safety precautions in areas such as automobile traffic safety and pedestrian safety. During the year we will learn about other safety precautions such as home safety, fire safety, vacation safety, recreation safety, and weather safety.

We believe that in education, an emphasis can be placed on safety that will instill in your child attitudes, habits, and general safety consciousness that will lead him/her to a safer life as an adult.

The purpose of this letter is to ask you to follow up our unit on safety at home. Take the opportunity to talk with your child about safety whenever possible. Below are some songs we have learned and others ou can easily teach your child yourself on safety.

Thank you for helping increase the safety awareness of your child.

Sincerely,

Song: "Caution! Caution!"
Tune: "Yankee Doodle"

At the curb before I cross,
I stop my running feet.
Cause caution means to look both ways
Before I cross the street.

Please be careful, don't get hit,
Lights will help you if you will.
Please be careful, don't get hit,
Obey the traffic signals.

Song: "Go, Go, Go, Clyde"
Tune: "Row, Row, Row Your Boat"

Go, Go, Go, Clyde:
Watch your safety rules
Carefully, Carefully, Carefully, Carefully
On your way to school.

DAILY LESSON PLAN

*Send home safety letter.

UNIT: Labor Day DATE: August 31 or September 1
TODAY'S EMPHASIS: Labor Day
CONCEPTS: Labor Day is a holiday celebrated September 1. It is a day given as a day of rest to reward the working people for their labors.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar: Show where September 1 is on the calendar.
2. "Good Morning" song
3. Name cards
4. Discuss: What is a Holiday?
5. Discuss: Labor Day
6. Introduce children to Pledge of Allegiance and "Star Spangled Banner."
7. Read "The Little Red Hen" and discuss who should have been given the holiday of rest.
8. Draw funny pictures out of "S" on board.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build the school and the flagpole. Use people blocks to dramatize all we've learned this week.

MUSIC/LISTENING/READING

Patriotic record: Play aloud during center time.
Reading: Bibliography

PRINTING

Holiday
Labor Day
rest
America
President

MATH/GAMES/PUZZLES

Math:
Use three paper circles - red, white, and blue. Sort into groups.
Provide bowl of wheat, corn, and soybeans. Sort.

ART

Draw the little red hen or cut out of construction paper. Then glue on corn kernel.

SCIENCE/SOCIAL STUDIES

Cut out pictures out of magazines that show things we'll do at school. Put on chart with words (School Activities: coloring, playing, running, jumping, etc.).

WOOD WORKING/SAND/WATER

Put little farm animals in the sand to dramatize farm life.

DRAMATIC PLAY

Dramatize home life on a holiday (resting, going on a trip, etc.) but remembering safety rules.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Review songs of the week.
2. Read a fun story.
3. Review "S".

An idea to use later on during patriotism:
When teaching "Star Spangled Banner," use blow painting to represent bombs bursting in air.

Song: "Stop, Look, and Listen"

```
  C    G    G   C  C
Stop, look, and listen,

 E F   A    F    F    E
Before you cross the street.

 C   E    G
Use your eyes.

 E   G    C
Use your ears.

 D    B   B    C
Then use your feet.
```

Song: "We Must Use Our Safety Rules"
Tune: "She'll Be Coming Round the Mountain"

We must use our safety rules at home and school,
We must use our safety rules at home and school,
We must use our safety rules,
We must use our safety rules,
We must use our safety rules at home and school.

Song: "Nine Little Firemen"
Tune: "Ten Little Indians"

One little, two little, three little, firemen,
Four little, five little, six little, firemen,
Seven little, eight little, nine little firemen
Know their safety rules.

Dear Parents,

WOW! Next week is going to be busy, but full of fun. In an effort to help your child feel more comfortable at school, we study familiar topics as well as unfamiliar ones. Through a familiar unit of study on "My Family," the child will understand that while each individual´s family seems to be so different, they are also all similar. This unit will help your child be proud of his/her family and feel secure in it.

The daily topics for next week are as follows:

Monday	Mother
Tuesday	Father
Wednesday	Brother and Sister
Thursday	Pets
Friday	Grandparents

We need you and your help to make this unit meaningful to the students. Please send a picture or two of your family to school. These will be displayed on the bulletin board and returned home the following week. Since Thursday is Pet´s Day, we invite you, if it is possible and appropriate, to bring or send your child´s pet to school so that we can all enjoy it! Just be sure the pet is in a suitable container. Now, one more idea! Friday is Grandparent´s Day. That day, especially, we invite any of our interested grandparents to come visit us for one or two hours or the whole session. They could read to the children, help in the centers, help with the art project, or just talk and visit with the student.

With your help and cooperation, next week can be a learning experience for all of us. If you have any questions, come in and ask us.

Thanks,

DAILY LESSON PLAN

*Ask children to bring in pictures of their families and pets. Put on bulletin board labeled My Family is Special.

UNIT: Families and Pets DATE: September
TODAY´S EMPHASIS: Mothers and Fathers (This plan can be taught as two or one.)
CONCEPTS: We should love and appreciate our mothers and fathers. We should help them at home. Mothers and fathers have many different jobs to do.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar and Weather
2. Name cards - last names
3. Read Trolley Book - Mothers.
4. Discuss things our mothers do and how we can help mother. Use Mother Poster.
5. Read Trolley Book - What Fathers Do.
6. Discuss jobs of our fathers and how we can help him. Use Father Poster.
7. Sing "When We´re Helping" and act out.
8. Secret Letter "D"

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build houses that look like our houses and construct neighborhoods. Pretend to be carpenters, etc.

MUSIC/LISTENING/READING

Cassette "Mulberry Bush"
"When We´re Helping"
Reading: Bibliography

PRINTING

Mother
Momma
Mom
Father
Daddy
day
love
parents

MATH/GAMES/PUZZLES

Find a Pair: Families, Houses
Lotto Game: My First Lotto
Math:
Lincoln Logs
Octons

ART

Paint: brown and white
Let each child draw his/her house. Write child's name and address on house. Help child remember it. Place on bulletin board.

SCIENCE/SOCIAL STUDIES

Color, cut, glue sheet: Home

WOOD WORKING/SAND/WATER

Screws, bolts, wood pieces, screwdrivers, bolt board
Sand Open: Provide construction trucks and pretend to be workers to imitate parents' occupations.

DRAMATIC PLAY

Play house: Pretend to be momma and daddy.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Play: Lost and Found - One person be the policeman and one person be lost.
2. Flannel Story: Three Bears, if time. (Discuss important safety rules.)

Song: "When We´re Helping"

F G A F F F E E F G E B A
When we´re helping, we´re happy and we sing as we go.

F G A F F F E E F A C E D
For we like to help Mother (or Father) cause we all love her/him so.

Finger Play - "The Family"

This is the mother so happy and gay. (Hold up thumb.)

This is the father who works all day. (Hold up forefinger.)

This is the brother so strong and tall. (Hold up middle finger.)

This is the sister who plays with her doll. (Hold up ring finger.)

This is the baby - sweetest of all. (Hold up little finger.)

This is the whole family, great and small. (All fingers)

DAILY LESSON PLAN

UNIT: Families and Pets DATE: September
TODAY'S EMPHASIS: Brothers and Sisters
CONCEPTS: Brothers and sisters should help each other and cooperate. Some of us have brothers and sisters, and some of us do not. If we do not have brothers and sisters, we need to help our parents more.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar and Weather.
2. Name cards - last names.
3. Show posters of brothers and sisters, and discuss working together as a family.
4. Discuss being an only child.
5. Discuss new baby brothers and sisters.
6. Read - Rosa - Too - Little or Tom in the Middle.
7. Jump once on words that begin with "D".

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Pretend to be building and sharing blocks with brothers and sisters at home.

PRINTING

brother
sister
baby
family
I love you
sis

MUSIC/LISTENING/READING

Cassette - for listening
"When We're Helping"
"Mulberry Bush"
Reading: Bibliography

MATH/GAMES/PUZZLES

Find a Pair: Dolls
My First Lotto
Three Billy Goats Gruff Puzzle
Math:
Safety Pins and Pads: Workjobs
Go Together Jars: Workjobs
ABC Board

ART

Paint, easel
Precut hand in hand people
Let children color them to look like people in their family.

SCIENCE/SOCIAL STUDIES

Color, cut, glue sheet:
Helping or cut out pictures from magazines of how we can help at home.

WOOD WORKING/SAND/WATER

Screws, bolts, wood pieces, screwdrivers, bolt board
Sand: Play in sand for fun! Pretend to share there and cooperate with brothers and sisters.

DRAMATIC PLAY

Dramatize home life. Pretend to play and share with brothers and sisters at home.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Play: Lost and Found.
2. Flannel Story: Three Billy Goats Gruff (brothers).

DAILY LESSON PLAN

UNIT: Families and Pets DATE: September
TODAY´S EMPHASIS: Pets
CONCEPTS: Pets can be our friends and company. We must take care of our pets.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar and Weather
2. Name cards - last name
3. Read Pet Show by Ezra J. Keats
4. Discuss our different pets and caring for them. List what we should do on a language chart.
5. If any pets were brought to school, let parent or child tell us about their pet.
6. Sing "How Much is That Doggie" and "Mary Had a Little Lamb"
7. Write on the board pets that begin with "D".

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Provide plastic farm animals and stuffed animals. Build pen and cages, and pretend to have pets.

PRINTING

dog
cat
pets
bird
goldfish

MUSIC/LISTENING/READING

Story Suzy´s Dog on cassette
Reading: Bibliography

MATH/GAMES/PUZZLES

Cat and Goldfish Puzzle - sequence game
Other Animal Puzzles
Math: Winnie the Pooh Game
Find a Pair: Puppies

ART

Paint
Draw and color picture of one´s pets or pets one would like to have. Teacher write on it what it is! Or folded paper puppy with folded ears.

SCIENCE/SOCIAL STUDIES

Our notebooks: Draw about families or pets.
Puppet stage and cardboard animal puppets.

WOOD WORKING/SAND/WATER

Small farm animals in sand

DRAMATIC PLAY

Play house: Children pretend to take care of pets and carry out their responsibility. Or set up a pet shop for today with the pets children have brought from home in cages.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Catch up time.
2. Review songs.
3. Read fun story.
4. Language Arts - Write on board children's descriptions of boxes (height, length, color, etc.)

Song - "How Much is That Doggie"

G C G E C A G E G D
How much is that doggie in the window?

G B A G F A G E
The one with the waggedy tail.

G C G E C A G E G D
How much is that doggie in the window?

G B A G F E D C
I sure hope that doggie's for sale.

I read in the paper there are robbers
With flashlights that shine in the dark.
If I had a dog to protect me,
He'd scare them away with one bark (arf, arf).

DAILY LESSON PLAN

*Visiting Grandparents Day

UNIT: Families and Pets DATE: September
TODAY'S EMPHASIS: Grandparents and Other Relatives
CONCEPTS: Some of our grandparents are no longer living, but they're still in our hearts and memories. Our grandparents are our parents' parents and they are *grand*.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar and Weather
2. Name cards - last name
3. Read: *I Have Four Names for My Grandfather* by Kathryn Lasky (Show chart of grandparents.)
4. Discuss who they are, where they live (use map), why we call them grand, what they do for us, and what we can do for them.
5. Sing "Over the River and Through the Woods"
6. Introduce what Sunday is: September - Grandparents' Day
7. Secret Letter: "D"

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build our grandparents' houses, our house, school, etc.

PRINTING

Grandparent
Grandmother
Grandfather
Granny
Gramma
Papa
Gramps

MUSIC/LISTENING/READING

Cassette with book *My Aunt Rosie* by Syd Hoff
Reading: Bibliography

MATH/GAMES/PUZZLES

Lace Cards
Opposites Game
Letter Boxes
Math:
Tinker Toys
Snap and Play

ART

Paint, easel
Make our grandparents or favorite relative a "Happy Grandparents' Day" card. Draw and decorate inside cards with picture of family or something else.

SCIENCE/SOCIAL STUDIES

Our notebooks: Draw pictures and words of our families and grandparents. Think of different names we call them. What are our favorite things to do with them, etc.

WOOD WORKING/SAND/WATER

Screws, bolts, wood pieces, screwdrivers, bolt board

DRAMATIC PLAY

Pretend to visit grandparents or relatives. Use good manners.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Read My Aunt Rosie - Syd Hoff
2. Language Experience - Why I Love My Family

Song: "Over the River"

G G G G E F G A G
Over the river and through the woods

G G G G F F G
To grandfather's house we go.

G F F F F
The horse knows the way

F E E E E
To carry the sleigh

E E D D D E F
Through the bright and shiny snow.

G G G G E F G A G
Over the river and through the woods

G C C B A G
Oh, how the wind does blow.

G C C B A G E C
It stings our toes and bites our nose

D E G F E D C
As over the ground we go.

Books

Families - Childcraft, Volume 14

1. The Tenth Good Thing About Barney - Judith Viorst
2. What Mother Does - Joan Wade Cole
3. Boys and Girls, Girls and Boys - Eve Merriam
4. Rosa - Too - Little - Sue Felt
5. The Big Cry - Bertha Amos
6. The Little Brute Family - Russell Hoban
7. Peter's Chair - Ezra Jack Keats
8. My Mama Says There Aren't Any - Judith Viorst
9. A Baby Sister for Frances - Russell Hoban
10. What Fathers Do - Joan Wade Cole
11. Peter Pan and Wendy - Walt Disney
12. People in My Family - Jeffrey Moss
13. Babykins and His Family - Richard Scarry
14. My Aunt Rosie - Syd Hoff
15. Nobody Listens to Andrew - Elizabeth Guilfaire
16. Let's Play House - Lois Lenski
17. Tom in the Middle - Bertha Amos
18. On Mother's Lap - Ann Herbert Scott
19. I Have Four Names for My Grandfather - Kathryn Lasky

Pets

The Buth of Sunset Kittens - 574.1 S Stevens
Keeping Amphibians and Reptiles as Pets - 639 F Fechter
Spitz, the Wandering Dog - F Ric Richter
The Best Burglar Alarm - F Sea Seabrooke
How to Raise Mice, Hamsters - 639.9 S Steim

Dear Parents,

We are very excited about your response to our questionnaire for the Parent Involvement Program. We are ready to start the In-Class Volunteer Program as soon as possible. We feel that in all fairness to you and to us we should explain what we have in mind. There will be a meeting for all In-Class Volunteers. If you volunteered and are no longer interested in working in the classroom, that is fine. We realize that your responsibilities and free time may have changed since last spring. However, if you did volunteer to do in-class aide work or if you did not but are now interested, please come to the school on ____________________ or contact us.

We hope that many of you will be able to get involved with the kindergarten this year. Please remember that you are welcome to come by for observation at any time.

Thank you,

Check one and return:

______ I will be at the meeting because I am interested in helping in the classroom.

______ I am interested in helping in the classroom but cannot attend the meeting. Please contact me.

______ I am no longer interested in helping.

DAILY LESSON PLAN

*ETV: All About You - "In the Beginning"

UNIT: My Body DATE: September
TODAY'S EMPHASIS: Shape; Weight; Body Parts (names)
CONCEPTS: We are all different. We are all special and unique.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Song: "Head, Shoulders, Knees, and Toes"
2. Discuss "Me."
3. Read: You Are Special, Tall Tina, or The Very Tall Little Girl
4. Measure height and weigh each child.
5. Calendar, Weather, Pledge to flag
6. Lay on floor - put down tape the length of each person. Discuss longest, tallest, etc.
7. Poem: "Look in the Mirror"
8. View ETV - Most Important Person, 19 and 28
9. Teach Songs: "I'm the Only Me as Far as I Can See"
10. Letter "M"

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build tall buildings, short buildings, compare blocks, etc.

MUSIC/LISTENING/READING

"Head, Shoulders, Knees, and Toes"
"Touch Your Head"
"As We Go Marching"
Hap Palmer: Touch and Turn Around
Reading: Bibliography

ART

On large sheets of paper, outline each child's body. Cut out the body, and let children color hair, eyes, etc. Or make paper chain the length of the body.

PRINTING

me
height weight
short tall

MATH/GAMES/PUZZLES

Sequence Puzzles:
Doctor, Dentist
Brushing Teeth, Hair
Math:
Snap and Play (arrange in sequence) and
Compare Groups
Birthday Cake (workjobs)
Hand Puzzles and Foot Puzzles

SCIENCE/SOCIAL STUDIES

Weigh and measure each child. Put on chart to compare to April measurement.

WOOD WORKING/SAND/WATER	DRAMATIC PLAY
Largest containers Smallest containers	Dramatize family life. Who's smallest, etc.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

1. Compare snacks - longest, fattest

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Give each child a string and tell them to go find something that long.
2. Meet "Mr. M" - ETV: The Letter People

Possibilities for anytime this week:

Discuss life without a thumb. Tape down everyone's thumb and try to pick up without it.

Discuss why our hands are important. Tie hands behind back and try to do odd jobs. View ETC: Ripples, "Hands."

Take off our shoes and try to pick up things with feet.

Discuss the thickest skin, which is on the back.
Game: Write on someone's back and they guess it.

Discuss the thinnest skin (eyelids). Close eyes and you can still see the lights.

Discuss why our fingernails and toenails are important.

Song: "I'm the Only Me as Far as I Can See"

I'm the only me as far as I can see
I'm the only me as far as I can see
I'm the only me as far as I can see
Yes, I'm the only me as far as I can see.

Poem

Look in the mirror,
What do you see?
It's someone special,
Look it's me!

DAILY LESSON PLAN

UNIT: My Body DATE: September
TODAY'S EMPHASIS: Parts of the Body
CONCEPTS: There are names for the different parts of the body.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Song: "Touch Your Head"
2. Finger Games
3. Discuss parts of the body - Childcraft, Volume 14, pp. 20, 21, 30, 31.
4. Play - "Simon Says"
5. Game: Bean Bag Toss
6. Song: "Dem Bones" (Halloween record)
7. Calendar, Weather, and Flag
8. "Hokey Pokey"
9. Opposite Game - fat/skinny, hands/feet. (The child has to say the opposite word of what's called out.)

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build tall buildings, shorter buildings, etc.
Compare lengths of blocks.

PRINTING

head foot
toe hand
arm elbow

MUSIC/LISTENING/READING

"The Knee Bone's Connected to the Thigh Bone" ("Dem Bones")
"As We Go Marching"
"Johnny Hammers With One Hammer"
Reading: Bibliography

MATH/GAMES/PUZZLES

ABC Board
Hand Puzzles
"What's Missing?" Game
Feet Puzzles
"Let's Make Faces
Math:
Number Bingo
Stamp Kit - design stamps to make bodies
Smooth/Rough Board
Find a Pair - dolls

ART

Continue to finish body prints from yesterday.
-or-
Make a Me Mobile. Each child draws his body parts and hangs them from hanger.

SCIENCE/SOCIAL STUDIES

Finish weighing and measuring children. Could trace hands and feet. Measure and compare them.
Peabody kit: body parts.
Chart - teeth, skeleton, teeth models

WOOD WORKING/SAND/WATER

Free play
Weigh and balance objects.
Provide various types of scales.

DRAMATIC PLAY

Family life (big, little, small people in family).

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Bread, milk, food coloring, brushes, toaster
2. Cut bread with cutter. Paint parts of body. Toast and eat.
3. Draw crazy man. Each child adds one body part. Or add fruit drawings for body parts.

Song: "Dem Bones"

Dem Bones, dem bones, dem dried bones,
Dem bones, dem bones, dem dried bones,
Dem bones, dem bones, dem dried bones,

Now hear the name of the Lord.
The toe bone´s connected to the ankle bone.
The ankle bone´s connected to the shin bone.
The shin bone´s connected to the leg bone.
The leg bone´s connected to the hip bone.
The hip bone´s connected to the back bone.

Now hear the name of the Lord.
(Repeat chorus.)

The back bone´s connected to the rib bone.
The rib bone´s connected to the chest bone.
The chest bone´s connected to the collar bone.
The collar bone´s connected to the shoulder bone.
The shoulder bone´s connected to the jaw bone.
The jaw bone´s connected to the head bone.
Now hear the name of the Lord.
(Repeat chorus.)
Now go back down.

Song: "The Bus"

(1) The wheels on the bus go round and round,
round and round, round and round,
The wheels on the bus go round and round,
All through the town.
(2) The people on the bus go up and down.
(3) The driver of the bus says move on back.
(4) The wipers on the bus go swish, swish, swish.
(5) The babies on the bus go wah, wah, wah.
(6) The Mommas on the bus go shh, shh, shh.
(7) The Daddys on the bus go spank, spank, spank.

An idea to use later on patriotism -
When teaching Star Spangled Banner, use blow painting to represent bombs bursting in air.

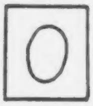
Song: "Head and Shoulders"

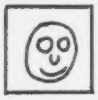
Head and shoulders, knees and toes,
knees and toes, knees and toes,
Head and shoulders, knees and toes,
Clap your hands and sing it again!

Song: "Touch Your Head"

Touch your head.
Touch your chin.
That's the way this game begins.
Touch your ears.
Touch your nose.
Touch way down to your tippy toes.
Raise your hands.
Touch the sun.
Clap them once.
Run, run, run.
Run, run, run.
Quick, quick feet
Now walk quietly to your seat.

Face Bean Bag - Each child gets a piece of paper like this → with a face shape on it. Use a box with holes cut for eyes, nose, and mouth. Each child tosses a bean bag into holes of box. If bag falls in an eye hole, the child gets an eye to place on blank paper. First to fill in face features wins.





Finger Play: "This is Me"

This is me, and this is you.
  (Hold up pointer finger on right and left hands.)
And there are all our friends.
  (Hold up all fingers.)
Spread us out; this you can do.
Watch this one as he bends.

Some of us are tall and thin.
  (Make motion with hands.)
Some of us are shorter.
One of us might have a twin.
One might have a brother.

Now bring us all together.
  (Hold fingers up.)
Just see how nice we stand.
Oh, we'll be friends forever!
Like fingers on a hand.

"Touch Game"

Touch your nose... your chin,
That's the way the game begins.

Touch your eye... knees
Now pretend you're going to sneeze.

Touch your hair... ear
Touch your two red lips right here.

Touch your elbows where they bend
That's the way this touch game ends.

Song: "A Special Person:
(Tune: "Farmer in the Dell")

I am a special person, a very special person.
I am a special person, and I shall tell you why.

I have two hands to feel with,
I have two eyes to see with,
I have two ears to hear with, and that is why.

I have a nose to smell with,
I have a mouth to taste with,
I am a special person, and that is why.

Song: "Johnny Hammers With One Hammer"

Johnny hammers with one hammer, one hammer, one hammer,
Johnny hammers with one hammer, one hammer, one hammer.
One hammer - Use one hand.
Two hammers - Use two hands.
Three hammers - Use two hands and one foot.
Four hammers - Use two hands and two feet.
Five hammers - Use two hands, two feet, and one head.

Song: "As We Go Marching"

As we go marching, one by one,
one by one, one by one, one by one,
Keep step with me, I'll step with you - one by one.
(Continue adding numbers and children.)

Ideas:

Have children cut out pictures of legs, bodies, arms, and hands from magazines. Make a new body.

Trace and label: left and right hands, feet, etc.

Food treat:

Cut out a gingerbread boy or other body shaped cookie cutter from a piece of bread. Paint the different body parts with colored milk. (legs - blue; body - red, etc.) Then toast in toaster. Eat.

Poem: "We're Different"

Some of us are tall and thin.
Several chubby have been.
One of you has hair so black,
And you wear it down your back.
Now take Mary's smile so nice.
Look her over once or twice.
All of us are not the same,
And from different families came.
To this school, we all were sent,
And glad we're different.

Finger Plays

"Little Hands"

Open, shut them, open, shut them;
Give a little clap;
Open, shut them, open, shut them;
Lay them in your lap.
Creep them, creep them slowly upward.
To the rosy cheek;
Open wide the shining eyes,
Through the fingers peek.
Open, shut them, open, shut them;
To the shoulders fly;
Let them like the birdies flutter,
Flutter to the sky.
Falling, falling slowly downward,
Nearly to the ground;
Quickly raise them, all the fingers
Twirling round and round.
Open, shut them, open, shut them;
Give a little clap;
Open, shut them, open, shut them;
Lay them in your lap.

"Two Little Feet"

Two little feet go tap, tap, tap.
Two little hands go clap, clap, clap.
A quick little leap from the chair.
Two little arms reach high in the air.
Two little feet go jump.
Two little hands go thump.
One little body turns around, and
One little child sits quietly down.

"Me"

Look in the mirror
Who do you see:
It´s someone special
Look, it´s me!

DAILY LESSON PLAN

UNIT: My Body DATE: September
TODAY'S EMPHASIS: Baby to Adult (stages of growth)
CONCEPTS: Height and weight change as we grow.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Play: "As We Go Marching"
2. Childcraft, Volume 14, pp. 99-103, 134, 143, 158, 162.
3. Read: The Very Little Boy or Peter's Chair by Keats.
4. Blindfold. Draw my portrait to demonstrate art project. Show baby clothes, etc. to adult sizes.
5. Discuss heights and skeletons. Show pictures.
6. Discuss and compare our heights.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Set up 2 hopscotch games and a balance board.

PRINTING

baby child
adult grown up
big little

MUSIC/LISTENING/READING

"Johnny Hammers With One Hammer"
Reading: Bibliography

MATH/GAMES/PUZZLES

"Draw the Body Parts"
ABC Boards (upper and lower case)
Math:
Arrange legos according to size.
Sort buttons by likenesses and differences.
Arrange shoes in order of smallest to largest.

ART

Blindfold and draw face from memory.
Or Me mobile.

SCIENCE/SOCIAL STUDIES

Cut out of magazines pictures of babies growing to adults.

WOOD WORKING/SAND/WATER

Screws, bolts, bolt board.
Sand: Place rulers in sand and measure hand prints, finger prints, etc.

DRAMATIC PLAY

Home living center
Provide many different sizes of clothes and shoes all week.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. View ETV - The Most Important Person
2. The letter "M."

DAILY LESSON PLAN

UNIT: My Body DATE: September
TODAY'S EMPHASIS: Muscles and Bones
CONCEPTS: Our muscles and bones need exercise, rest, and good nutrition. Our muscles help us move in special ways.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Weather, Flag, and Calendar
2. Childcraft, Volume 14, pp. 26, 34-36, 50, 53, 54, 160, 161.
3. Discuss our muscles and bones and what they need to grow.
4. Pretend not having joints.
5. Do body exercise and make yourself taller.
6. Show skeleton.
7. Teach: "As We Go Marching"
8. View ETV: All About You - "What Holds You Up"

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Make different shapes out of blocks.

PRINTING

muscle bone
skeleton

MUSIC/LISTENING/READING

"Touch"
"Oh, I'm Being Swallowed"
"Shake It Up"
"Dem Bones"
Hap Palmer Action Records
Reading:
Trolley Book - Growth
Crossties Big Book - October

MATH/GAMES/PUZZLES

Lemonade Stand Game
Alphabet Soup Game
Sesame Street Puzzles
Math:
Bean Bag Face Game

ART

Make skeletons.
Cut out, put together.

SCIENCE/SOCIAL STUDIES

Skeleton - (from library)
Pictures
Compare skeletons.

WOOD WORKING/SAND/WATER

Use "muscles" to hammer nails in boards
Sand: Place washed turkey bones in sand and put together, measure, etc.

DRAMATIC PLAY

Home living

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Play an Alike and Different Game.
2. ETV: Most Important Person and "It Takes Muscles," "Joints Let You Bend," and "Put Your Hands on the Top of Your Head" Each of these is only 4 minutes long so you can view all of these at one time.

Books

Body

F - Jon, When You Were a Baby - Jonas
F - Bei, The Smallest Boy in the Class - Beim
F - Smi, When I Am Big - Smith

Parts of the Body

Mr. Wonderful - Barbara Kidder 612
Smallest Boy in the Class - Jerrold Beim F
Red Man, White Man, African Chief - Marguerite Rush Lerner, M.D. 612
Look at Your Eyes - Paul Showers 612
Mr. Mighty - M. Wroden Kidder 612
Growing Up - Jean Fritz F
Use Your Brain - Paul Showers 612
The Very Little Boy - Phyllis Krasilovsky F
Mr. Tall and Mr. Small - Barbara Brenner F
My Five Senses - Aliki 612
Things That Grow - Joyce Smith Eggleston F
The Very Little Girl - Phyllis Krasilovsky F
Andy Oxygen - Barbara Kidder 612
Heap Hungry Indian - Barbara Kidder 612
Big Lion, Little Lion - Miriam Schlein F
Nailheads and Potatoe Eyes - Cynthia Basil 428.1 B
Follow Your Nose - Crowell Showers 612
How Many Teeth - Paul Showers 612
Look! How Your Eyes See - Marcel Sislowitz 612
Peter's Chair - Keats

DAILY LESSON PLAN

UNIT: My Body DATE: September
TODAY'S EMPHASIS: Likenesses and Differences (hair color, texture, eyes, etc.)
CONCEPTS: We are all unique people (individuals). We are similar in many ways, yet different from anyone else.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Discuss our likenesses and differences. Use peanuts to further this discussion (each peanut is different, each blade of grass, etc.). Make a language expression chart.
2. Childcraft, Volume 14, pp. 23, 24, 28, 29, 166-170, 274-279.
3. Read story: When You Were a Baby by Jonas
4. Review songs learned this week "Dem Bones."
5. Action record
6. "Marching Around the Alphabet" - Hap Palmer record

8:30-9:30 12;30-1:30 LEARNING CENTERS

BLOCKS

Construct people out of blocks. (round for face, etc.)

MUSIC/LISTENING/READING

All the songs of the week on a cassette tape.
Reading:
Books on bodies, people, etc.
Bibliography

ART

Use ink pads to make fingerprint pictures. Use crayons to make pictures from prints.
Draw pictures in notebooks about what we like best about ourselves.

PRINTING

hands
fingers
eyes
lips
hair

MATH/GAMES/PUZZLES

Mosaics
Peg Board (animal)
Math:
3 Table Toys
Flowers and Paper Clips

SCIENCE/SOCIAL STUDIES

Make a mural of everyone's fingerprint and handprints.

WOOD WORKING/SAND/WATER

Bolt board
Sand/Water: Bones for measuring and comparing

DRAMATIC PLAY

Home living center

9:30-10:00 1:30-2:00 OUTSIDE PLAY

1. Do footprints - blue paint.

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Make lip prints. Each child has an individual lipstick. (Avon samples)j
2. Review songs.
3. View: Ripples "Everybody's Different" or ETV: Most Important Person

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Books

My Body

P 612.6 D	De Schweinitz - Growing Up
P 612.6 G	Gruenberg - The Wonderful Story of How You Were Born
612.6 L	Lerner - The Story of Twins
F Sho	Showers - Before You Were a Baby
612 K	Kidder - Andy Oxygen
FS 612.2 L	The Lungs and How You Breathe
612 W	Weart - The Story of Your Respiratory System
FS 613.79 R	Rest and Sleep
FS 613 W	Rest - Why Be Healthy

Mr. Wonderful
Keats - Peter's Chair

DAILY LESSON PLAN

UNIT: Nutrition DATE: September
TODAY'S EMPHASIS: Vegetables and Fruits
CONCEPTS: Vegetables and gruits are one of the 4 basic food groups. Most vegetables grow out of the ground, and most fruits grow on trees or vines. We need fruits and vegetables in our daily diets.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Flannel board (Vegetables and fruits and discuss differences between them)
3. Name favorite fruits and vegetables. (List on butcher paper.)
4. Tasting different vegetables and fruits on rug (Precut and children arrange these as faces on plates and then eat them.
5. Film: The Story of Fruits and Vegetables
6. Teach: "Oh I Wish I Was a Little Slice of Orange"

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Free play
(Build a fruit stand and use plastic fruits and vegetables to sell.)

MUSIC/LISTENING/READING

Cassette of fun songs
Reading: Bibliography

ART

Cut pictures of food from magazines and glue on paper plates.
Green clay: Shape vegetables and fruits or paint with Q-tips.

PRINTING - Use stamp kits or real fruits and vegetables to print.

fruits
vegetables
cherries
potatoes
plums
corn
grapes
carrots

MATH/GAMES/PUZZLES

Nutrition Puzzles
Nutrition Board Game
Counting Straws
Math:
Houses with pockets for milk bottles
Workjobs Apple Tree Game

SCIENCE/SOCIAL STUDIES

Notebooks - draw favorite fruit and vegetables. Sort pictures of fruits and vegetables into correct box (fruit or vegetable).
Train Car - add a box.

WOOD WORKING/SAND/WATER

Provide different sizes of containers for measuring

DRAMATIC PLAY

Grocery Store - 6 people only

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Story - Peter Rabbit and Mr. McGregor's Garden or Read The Day Everybody Cried (onion)
2. Discuss large and small.
3. #9 - Color the largest object.

Song: "Oh I Wish I Was a Little Slice of Orange"

Oh I wish I was a little slice of orange
Oh I wish I was a little slice of orange
Oh I squirty, squirty, squirty over everybody's shirty.
Oh I wish I was a little slice of orange.

DAILY LESSON PLAN

UNIT: Nutrition DATE: September
TODAY'S EMPHASIS: Meats and Poultry
CONCEPTS: Meats belong to one of the 4 basic food groups. Meats come from animals. Meats are important to our health and are needed in our daily diets.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Discuss meats and poultry, and show pictures.
3. Film - The Story of Meat
4. Name favorite meats and list on butcher paper.
5. Review all 4 food groups.
6. Use Oscar (puppet), and discuss junk food!!

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Closed

PRINTING

meats
poultry
ham
eggs
chicken
roast

MUSIC/LISTENING/READING

Record of fun story
Three Little Pigs
Reading: Bibliography

MATH/GAMES/PUZZLES

Chicken and Egg Puzzle
Spaghetti and Meatballs
  - workjobs
Season Puzzles
Bacon and Eggs (workjobs)
Math:
Sorting boxes (4 food groups)
Have each child count orally to 20.
Fill grocery buggy. Child puts food into bag of letter it begins with.

ART

Q-tip art - 3 colors of paint (make designs)

SCIENCE/SOCIAL STUDIES

Ditto sheet (Nutrition)
EATS - 4 part booklet
(cut - color - paste)

WOOD WORKING/SAND/WATER

Screws, bolts, nuts, etc.
Sand: Measuring containers

DRAMATIC PLAY

Grocery store and bakery

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

1. Discuss junk foods and the need for nutritious snacks and foods.

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Review 4 basic food groups.
2. Film - Three Little Pigs
3. Write the letters on the board that we have studied this year. Think of foods that begin with each letter.

Books

Nutrition

647 J Jones, Let's Eat Out!
F HOB Hoban, The Twenty - Elephant Restaurant
647.9 G Greene, I Want to Be a Restaurant Owner

Hap Palmer Record - Health and Safety

F - Hei The Pigs Wedding - Heine
630.1 S I am a Farmer - Swagne
635.8 Vegetable from Stems and Leaves - Selsam
The Mystery of the Missing Peanuts (not cataloged)
398.2 L Little Red Hen - Domanska
630.1 L The Little Farm - Lenski
F Len Johnny's Egg - Long
635 S More Potatoes - Selsam
Pancakes, Pancakes - Carle

DAILY LESSON PLAN

*Invite a parent in to make bread.

UNIT: Nutrition DATE: September
TODAY'S EMPHASIS: Breads and Cereals
CONCEPTS: Breads and cereals are one of the 4 basic food groups.
We need some grain products in our diets everyday.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Use flannel breads, cereals, and real grains to discuss their characteristics.
3. Name the cereals they have for breakfast.
4. Film - The Story of Bread
5. Alphabets cereal: 1/2 c. each (Name the letters they eat.)
6. Show the differences in grains (corn, popcorn, wheat, rice).
7. Trolley Book

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build a grocery store and put play foods on shelves.

PRINTING

Use a grain. Glue on outline of their name on heavy cardboard.

bread
cereal
cake
wheat
grain

MUSIC/LISTENING/READING

Record of fun story
Reading: Bibliography

MATH/GAMES/PUZZLES

Lincoln Logs
Peg Boards
Clocks
Math:
Flowers and Paper Clips
Addition Box and Marbles
Count money from dramatic play

ART

String cereals for necklaces or bracelets.

SCIENCE/SOCIAL STUDIES

Draw picture of Kroger or something we saw and put up in the room.

WOOD WORKING/SAND/WATER

Nuts, bolts, screws, etc.

DRAMATIC PLAY

Set up a grocery store and use play dough today. Pretend to sell foods made from grains at the bakery.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

1. Discuss what snacks we eat from this food group.

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Film: The Little Red Hen
2. Make letters out of blocks as group.
3. Review "N".

PM Thank you
PM Birthday - Billy

DAILY LESSON PLAN

My Favorite Foods - Children bring picture or box of his/her favorite food and put in basket.

*Bulletin Board - where do our foods come from or foods from the USA. Map of USA. Put up pictures of foods around the map. Connect a string from picture to area it comes from.

UNIT: Nutrition DATE: September
TODAY'S EMPHASIS: Dairy Products
CONCEPTS: Dairy products are one of the 4 basic food groups. Some dairy products are milk, cheese, butter, and ice cream. It is important that we have some dairy products in our daily diet.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, Flag
2. Flannel board (flannel dairy products - discuss and show) (3 a day)
3. Discuss how chocolate milk is made. (Not from brown cows!)
4. Story of Milk (film)
5. Nursery rhyme: "Little Miss Muffet" (Discuss curds and whey.) Make chocolate milk or taste different kinds of cheese.
6. Teach: "Who Is Coming to Our Door"

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build a dairy farm and use rubber farm animals.
Fisher Price Barn Set

PRINTING

milk
cheese
butter
ice cream
cow
dairy

MUSIC/LISTENING/READING

Hap Palmer Action Record: Hold up pictures of food to "Alice's Restaurant" and "Kinds of Food."
Hap Palmer Health and Safety
Bibliography - Books on foods; farm to market

MATH/GAMES/PUZZLES

Nutrition game
Flannel board with dairy foods
Workjobs
Math:
Workjobs: Houses with pockets for milk bottles. (Put correct # in each.)

ART

Provide large cardboard cow. Cut dairy products from magazines and paste on cow. (Use as bulletin board.) or construction paper milk products.

SCIENCE/SOCIAL STUDIES

Bring several kinds of cheeses to taste. Provide crackers. (tasting table)
#16 work page: Finish the picture (Cheese and mice).
Start Nutrition Train: Bring empty boxes of each group and put in train car for each day and each food group.

WOOD WORKING/SAND/WATER

Provide various sizes of containers for measuring sand, rice, or beans.

DRAMATIC PLAY

Set up housekeeping center as a grocery store. (food cartons, cash register, bags, play money)

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

1. Stress nutritious snacks today!

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Film - The Cow Who Fell in the Canal (with tape) or
   Read: Supermarket
2. Make Butter: Whipping cream and salt. Shake and pour through cloth.
3. Review "B"

Oranges - Florida
Apples - Washington
Potatoes - Idaho
Grapes - California
Lemons - Texas
Pineapple - Hawaii
Sugar - Louisiana
Peaches - Georgia
Wheat - Kansas
Tomatoes - Mississippi - milk, rice, chicken, pork, beef, sweet potatoes
Strawberries - Arkansas
Corn - Iowa
Pickles - North Carolina

Song: "Who Is Coming to Our Door"

Who is coming to our door. Knockity, knockity, knock, knock, knock.
Run and see who it could be. Knockity, knockity, knock, knock, knock.
It's the milkman at our door. Knockity, knockity, knock, knock, knock.
Bringing milk, a quart or more. Knockity, knockity, knock, knock, knock.

(Can be changed and used later with the Post Office unit.)

DAILY LESSON PLAN

UNIT: Nutrition DATE: September
TODAY'S EMPHASIS: Field Trip to Kroger or a Cafeteria
CONCEPTS: There are many people who work to get our food from the farm to the grocery store to our homes.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar
2. Read Crossties Trolley Book - Farm to Market.
3. Discuss behavior on the trip, in the car, and in the store.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Free play

PRINTING

nutrition
fruits
meats
dairy products
vegetables

MUSIC/LISTENING/READING

Cassette of fun songs from Tuesday.
Reading: Bibliography

MATH/GAMES/PUZZLES

Nutrition Game (board)
Nutrition Card Games

ART

No art project today.
Free drawing

SCIENCE/SOCIAL STUDIES

Draw pictures of the Kroger store in notebooks or something we saw.

WOOD WORKING/SAND/WATER

Measuring containers

DRAMATIC PLAY

Grocery store

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Introduce the letter "N".
2. Write thank-you letters to the store personnel and let each child sign. (butcher paper)

Books

Foods and Food Groups

The Day Everybody Cried
The Little Red Hen - Mary O'Neil
Green Eggs and Ham - Dr. Seuss
Yummers - James Marshall
I Want to Be an Orange Grower - Carla Greene
Katie's Chickens - Nancy Dingman Watson
Go Tell Aunt Rhody - Robert Quackenbush
Corn is Maize - Aliki
More Potatoes - Millicent E. Selsam
Who Will Milk My Cow? - Janet Jackson
Mr. Rabbit and the Lovely Present - Charlotte Zolotow
How We Get Our Dairy Foods - Marjorie Ann Banks
Chicken Ten Thousand - Jacqueline Jackson
Milk for You - G. Warren Schoat
The Story of Grains - Peggy Parish
Potatoes, Potatoes - Anita Lobel
My Learn to Cook Book - Ursula Sedgwick
The Day the Cow Sneezed - James Flora
I Want to Be a Storekeeper - Carla Greene
The First Book of Supermarkets - Jeane Bendick
At the Dairy - Evelyn Belmont Hastings
Rabbit Garden - Miska Miles
Fish for Supper - M. B. Gaffstein
Picture Book Farm - Lucy Hawkinson
The Picture Book of Grain - Anita Brooks
Dairyman Don - Cynthia Chapin
Mr. and Mrs. Pig's Evening Out - Mary Rayner
I Want to Be a Dairy Farmer - Carla Greene
At the Bakery - Lillian Colanius
The Farm Book - Jan Pfloog
The Pig With One Nostril - Millard Lampell
Secrets to Share - Hazel Craig
Bread and Jam for Frances - Russell Hoban
What is a Chicken - Gene Darby
The Egg Book - Jack Kent
The Little Farm - Lois Lenski
Old MacDonald Farm - Sherna Morey
Small Pig - Arnold Lobel
I Like Fruit - Ethel Goldman
Mr. Bumba and the Orange Grove - Pearl Augusta Harwood
I Like Vegetables - Sharon Lerner
The Giant Jam Sandwich - John Vernon Lord

DAILY LESSON PLAN

UNIT: Manners DATE: September
TODAY'S EMPHASIS: School Manners
CONCEPTS: It is important that we practice good manners at school, such as being polite in speech, sharing, listening, and taking turns.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, Flag
2. Discuss ways in which we can practice good school manners. List on butcher paper.
3. Story on sharing
4. Introduce the letter, "M".

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Practice sharing blocks in center.

MUSIC/LISTENING/READING

Review "Thank You" song
Reading:
Bibliography
Books on Manners

ART

Do the language experience notebook at the art table today. Draw a picture about manners.

WOOD WORKING/SAND/WATER

Screw, bolts, nuts, etc.
Sand: Practice good manners while playing with sand toys.

PRINTING

Excuse me	I'm sorry
Thank you	No, thank you
Yes ma'am	Yes

MATH/GAMES/PUZZLES

Good Manners Puzzles
Math:
Shape Boards
Bacon and Eggs

SCIENCE/SOCIAL STUDIES

Weighing scales and objects

DRAMATIC PLAY

Practice good manners at centers - sharing, taking turns, listening, etc.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

1. Play: "Mother May I"

10:00-10:30 2:00-2:30 SNACK AND REST

1. Stress good manners at snack today.

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Play: Rhyming Bingo

DAILY LESSON PLAN

UNIT: Manners DATE: September
TODAY'S EMPHASIS: Verbal Manners
CONCEPTS: It is important that we learn when to say please, thank you, yes sir, no ma'am, I'm sorry, and excuse me in getting along with other people.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Language arts: Have children name good verbal manners. (Make a list.) (Give examples of when to use these.)
3. Play: "Mother May I"
4. Read story on manners or sharing: Manners can be fun.
5. Teach "Thank You" song (on back).

*Practice using good manners all day.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Free play in blocks

PRINTING - Use letter stamps to print.

Please	Thank you
Excuse me	I'm sorry
Yes ma'am	

MUSIC/LISTENING/READING

"Thank You" song (on back)
Hap Palmer - listening

MATH/GAMES/PUZZLES

Good Manners Paper Puzzles
Lincoln Logs
Tinker Toys
Large/Small Answer Board
Smooth/Rough Board

ART

Make people puppets out of popsicle sticks or straws. (Have a puppet show in 2nd group about using good manners.)

SCIENCE/SOCIAL STUDIES

#2 - Color the picture and circle the hidden letters. Weighing scales: Provide different objects to weigh.

WOOD WORKING/SAND/WATER

Free play in all

DRAMATIC PLAY

Practice good verbal manners in housekeeping center.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Puppet show using puppets from art.
2. Flannel story: Hansel and Gretel

Song: "Thank You" - To the tune of ABC song

Thank you, Thank you, you're polite.
It makes you seem so smart and bright.
Thank you, Thank you, sing with me.
Thank you, Thank you, now you see.

DAILY LESSON PLAN

UNIT: Manners DATE: September
TODAY'S EMPHASIS: Table Manners
CONCEPTS: We need to learn to be polite at the table at home and school. There are certain utensils that we eat with.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Review "Thank You" song.
3. Role play using table, utensils, napkins, etc. Practice good table manners. (Do as a group.)
4. Walk to McDonald's for snack. Practice table manners.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Make a table and chairs or benches out of blocks.

PRINTING - Use letter stamps to print.

fork
knife
spoon
napkin
Please pass
Thank you

MUSIC/LISTENING/READING

"Thank You" song
Hap Palmer - listening

MATH/GAMES/PUZZLES

Manners Puzzles
Sharing Puzzles
Sesame Street Puzzles
Puppet Theatre
Math:
Bacon and Eggs

ART

Paper towel art: Fold and dip corners in food coloring. Unfold and lay on newspaper to dry.

SCIENCE/SOCIAL STUDIES

Weighing scales and objects

WOOD WORKING/SAND/WATER

Free play in all

DRAMATIC PLAY

Set tables with proper utensils. Practice using good table manners.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Fun story. (reading books, also)
2. Discuss left and right and writing from left to right. (Use example in room - door on left and right, etc.)
3. Sheet #10 "left to right" and color.

DAILY LESSON PLAN

UNIT: Fire Safety DATE: October
TODAY'S EMPHASIS: Fireman, Fire truck, and Station
CONCEPTS: The fireman is one of the most important community helpers. He guards the lives and property of people. The fire truck has special equipment needed for putting out a fire.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Film: "The Fable of Freddy Fire"
3. Use Clyde the Frog chart and discuss the role of the fireman, equipment, clothes, etc.
4. Read poem: "The fireman's waiting, near his engine, good and stout, and should there be a fire tonight, he'll rush to put it out."
5. Discuss truck and equipment. Use Fisher Price fire station to demonstrate.
6. Review: "Ff"

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build a fire station and use model of fireman, trucks, hats, and ladder pieces.

MUSIC/LISTENING/READING

"Firemen Know Their Safety Rules" - Tune of "10 Little Indians"
"Wheels on the Fire Truck"
"Fire Song," p. 28, M. F.
"Little Boy Song," p. 7, M. F.

ART

Red and orange paint at easel
Use pattern to make fire truck and add wheels.

PRINTING

Sparky
hose
water
fire truck
fireman
fire safety

MATH/GAMES/PUZZLES

Go Together Bottles
Ice Cream Cones - Workjobs
Find a Pair - Houses
Weight Boxes
Pegs & Boards
Fire Truck Puzzle

SCIENCE/SOCIAL STUDIES

Fisher Price Fire Station
Candle and Jar Experiment - Fire needs oxygen to burn.
Fireman sheet: draw a line to all the objects a fireman would use, then color them.

WOOD WORKING/SAND/WATER

Use red water to reinforce the color red. Provide hoses, bottles, pumps, and sponges to use in water trough.
Or have creative play in sand and discuss throwing sand on a fire.

DRAMATIC PLAY

Let this be the fire station. Put out hats, truck, bell, boots, and red clothes. Let them rush to block station to put out fire.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

1. Fireman's helmet

10:00-10:30 2:00-2:30 SNACK AND REST

1. Relay

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Read: The Great Big Fire Engine Book.
2. Language Experience: Add something about the fire station.

DAILY LESSON PLAN

UNIT: Fire Safety DATE: October
TODAY´S EMPHASIS: What to do in case of fire!
CONCEPTS: Everyone should know what to do in case of fire.
You should practice having fire drills.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Use Safety Clyde, Big Book, and Fireman´s Literature to discuss: plan of escape (ex. at school); if burned - use cool water; watch young children; use dirt or sand and blanket; fire extinguishers; smoke detectors; crawl under smoke.
3. Let children pretend to report a fire.
4. Demonstrate as many of the above as possible.
5. Do candle in jar experiment.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build houses, school, and pretend they´re on fire. Use play telephone to call fire station and report the fire.

PRINTING

extinguisher
smoke alarm
burn
fire

MUSIC/LISTENING/READING

"Old Clyde´s a Good Fireman"
*"Fire Song," p. 28, M. F.
"Little Boy Song," p. 7, M. F.

MATH/GAMES/PUZZLES

What´s Cooking Game
Tic Tac Toe
Hard/Soft Sort
Large/Small Sort
Pubble Fire Truck
Wipe Off Cards
Hearts Card Game

ART

Red and orange paint at easel
Make a mural about fire safety.

SCIENCE/SOCIAL STUDIES

Fisher Price Fire Station
Candle in Jar Experiment
Clyde Frog Ditto

WOOD WORKING/SAND/WATER

Have red water and discuss the boats that put out fires. Or have creative play in sand and discuss putting out fire with dirt and sand.

DRAMATIC PLAY

Have fire station and pretend to be fireman asleep. When the whistle blows, they go to block center and extinguish the fire.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Read: *Clang! Clang! Clang! Here Comes the Fire Engine*.
2. Practice: Teacher will give a situation and let children demonstrate what to do.

Song: "The Wheels on the Fire Truck Go Round and Round"

The wheels on the fire truck go round and round,
round and round,
round and round,
The horn on the fire truck goes beep, beep, beep.
The bell on the fire truck goes ding, ding, ding.
The hose on the fire truck goes squirt, squirt, squirt.
The siren on the fire truck goes (make noise).

Poem:

The fireman's waiting ready,
Near his engine good and stout,
And should there be a fire tonight,
He'll rush to put it out.

Song: "Old Clyde's a Good Fireman"
Tune of "On Top of Old Smokey"

Old Clyde's a good fireman.
He's always on time.
He puts out the fire quick.
He's first in the line.

DAILY LESSON PLAN

UNIT: Fire Safety DATE: October
TODAY'S EMPHASIS: Fire prevention
CONCEPTS: It is everyone's responsibility to help prevent fires. There are certain safety rules we must practice in order to prevent fires.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Use Safety Clyde Chart to discuss safety rules to remember in preventing fires. Read portions of Safety Can Be Fun by Munro Leaf. Discuss pothandles, heaters, outlets, cigarettes, trash, flammable liquids, fire places, doors, and matches.
3. List rules as you discuss.
4. Show pictures of Smokey the Bear and Sparky.
5. Filmstrip - "Meet Smokey Bear" or "I'm No Fool With Fire"

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build houses, school, and pretend they're on fire.
Call the fire station.
Put the fire station number in the house center.

MUSIC/LISTENING/READING

"Fire Song," p. 28, M. F.
*"Little Boy Song," p. 7, M. F.

ART

Red and orange paint at easel
Make fireman hats out of paper bags or red construction paper.

PRINTING

Smokey
fire prevention
smoke
fumes
safety

MATH/GAMES/PUZZLES

Birthday Cake and Candles
Fireman Truck Puzzle
Stringing Beads
Rubber Letters
Word Puzzles

SCIENCE/SOCIAL STUDIES

Fisher Price Fire Station
Candle in Jar Experiment
Clyde Frog Ditto

WOOD WORKING/SAND/WATER

Use red water and discuss fires on boats.
Or have creative play in sand and discuss putting out fire with dirt or sand.

DRAMATIC PLAY

Fire station: Pretend to be a fireman asleep. When the whistle blows, go to the block center and extinguish the fire.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

1. Fireman's boot race

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. View ETV: Ripples, "Fire"
2. Read: Sam the Firehouse Cat

ETV: About Safety: #28, "Clyde Learns Fire Safety"
#29, "Clyde Reads About Clothing Fires"

Crossties Big Book (March)

ETV: Ripples: "Fire"

FS: 614.8 W "I'm No Fool With Fire"

Song: "Old Clyde's a Good Fireman"
Tune: "On Top of Old Smokey"

Old Clyde's a good fireman.
He's always on time.
He puts out the fire quick.
He's first in the line.

If someone's on fire,
He knows what to do,
Wraps 'em up in a blanket,
And rolls them out, too.

When you're in a fire,
Stay close to the ground.
Remember your safety.
Don't jump up and down.

Now don't play with matches.
You know what they'll do.
They'll catch you on fire,
and other things, too.

Books

M. F. = Mockingbird Flight Crossties

Fire Prevention

Let's Go to a Fire House - Naomi Buckheimer
The First Book of Firemen - Benjamin Brewster
The Big Fire - Elizabeth Olds
Smoke Eaters - C. B. Colby
The Big Book of Real Fire Engines - Elizabeth Cameron
Number 9 - The Little Fire Engine - Wallace Wadsworth
The Story of Fire Fighting - Peter John Stephens
Pumpers, Boilers, Hooks, and Ladders: A Book of Fire Engines - Leonard Everett Fisher
The Fire Cat - Esther Averill
The Little Fire Engine - Lois Lenski

FS 614.84 H Hook & Ladder: The Fire Department Story
The Fable of Freddie

DAILY LESSON PLAN

*Resource: Look - Joy Wilt and Terry Watson

*All children are to wear green today. Encourage children to bring green snacks today.

UNIT: Colors DATE: October
TODAY'S EMPHASIS: Green and Rainbow
CONCEPTS: Green is one of the eight basic colors. A rainbow is made when light is bent by water or a prism. A rainbow is made of seven colors: red, orange, yellow, green, blue, indigo, and violet.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar and Weather
2. Read - Little Blue, Little Yellow and discuss it.
3. Name green things (Kermit, Oscar).
4. Listen to Kermit's song, "The Rainbow."
5. Discuss the rainbow, how it's made, and the colors. (Use posters of a rainbow.)
6. Demonstrate the prism.
7. Secret Letter - "R"

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Provide a large box to do light experiments inside. Use overhead projector for play and making shadows.

PRINTING

green
blue
yellow

MUSIC/LISTENING/READING

"Green Eggs and Ham"

Reading: Bibliography

MATH/GAMES/PUZZLES

Candyland Game
Color Dominos
Math:
Snap and Play
Tinker Toys
Interlocking Cubes

ART

Green paint
Free drawing of Kermit, puppets, and the rainbow.
Let Kermit sit in the middle of the table.

SCIENCE/SOCIAL STUDIES

Our notebooks
Water with blue and yellow food coloring.
Experiment with mixing of colors.
Put celery in green water.
*Do all week: Mix colors. (3 primary colors, medicine droppers, white egg cartons)

WOOD WORKING/SAND/WATER

Green water in trough
Free play with and water toys.

DRAMATIC PLAY

Play in green land today.
Put as many green things in this center today as possible.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Listen to "Green Eggs and Ham." Dye eggs green, scramble, and eat.

Kermit the Frog paper bag puppet

Color a white bag green Use white styrofoam pieces for the eyes. Glue on long arms and legs.

DAILY LESSON PLAN

*All children are to wear blue today. Encourage parents to send blue snacks today.

Secret Letter - R

UNIT: Colors DATE: October
TODAY'S EMPHASIS: Blue; Prism
CONCEPTS: Blue is one of the eight basic colors. A prism is a special piece of glass that, when the light shines through it, it bends the light and makes a rainbow.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Show pictures and name blue items (blueberries, etc.).
3. Discuss Blue Grass Music and dance.
   Blue is sad, cool color.
4. Discuss prism. Use Childcraft, Volume 7, pp. 158-159. Demonstrate with prism inside and outside.
5. Read - The Great Blueness. Discuss feeling of each color.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Put large box in this center to do light experiments with flashlight, ruler, shadow.

MUSIC/LISTENING/READING

Blue Grass record: free dancing
Hap Palmer - "This is a Song About Colors"
Reading: Bibliography

ART

Put out large sheet of paper. Let everyone draw on it with black crayons. Let everyone paint blue on it. Hang it up and write on it: The Great Blueness

PRINTING

blue sad
blueberries
prism rainbow

MATH/GAMES/PUZZLES

Color Bingo
Colorama
Light Bright
Math: Sort and count blue objects.

SCIENCE/SOCIAL STUDIES

Put one celery stalk in blue water. Experiment with water and food colorings. (shades of blue)

WOOD WORKING/SAND/WATER

Blue water in trough

DRAMATIC PLAY

Play in blue land

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Filmstrip: The Blue Bird
2. Read: The Great Blueness by Arnold Lobel.
3. Play "Color Parade" on Hap Palmer record.

"Look" - Joy Wilt

Light Show - pp. 48 and 49
Kaleidoscope - p. 88 - Look by Joy Wilt
Illusion Circles - p. 112
Paper Tie Dying - p. 130

p. 26 - Color Wheel by Joy Wilt/Terre Watson
p. 14 - Moving Color
p. 16 - Exploding Color
p. 18 - Water Color Bubbles
p. 24 - Colored Cellophane Fun*

DAILY LESSON PLAN

*All children are to wear yellow today. Encourage parents to send yellow snacks today.

UNIT: Colors DATE: October
TODAY'S EMPHASIS: Yellow; Mixing of Colors
CONCEPTS: Yellow is one of the eight basic colors. Mixing the primary colors make secondary colors. Other colors are made by mixing them.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Show objects and pictures of things that are yellow.
3. Discuss feelings associated with yellow.
4. Read - The Color Kittens.
5. Demonstrate with water and food coloring the mixing of colors.
6. Secret letter - "R"

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Provide a big box, flashlight, and ruler. Experiment with light and shadows. Have a large sheet hanging up. Use overhead projector to make shadows.

PRINTING

yellow
colors
blue
corn
duck

MUSIC/LISTENING/READING

Seven Diving Ducks
(books and cassette)
Reading: Bibliography

MATH/GAMES/PUZZLES

Candyland Game
Color Dominoes
Light Bright
Math:
Bristle Blocks
Play Tiles
Color Cubes

ART

Yellow paint
String macaroni necklaces.

SCIENCE/SOCIAL STUDIES

Put one celery stick in yellow water. Experiment with water and food colorings. (shades of yellow) Also, put outside blue water and red water with thermometers in them. Compare.

WOOD WORKING/SAND/WATER

Yellow water and containers
Free play

DRAMATIC PLAY

Play in yellow land - yellow sheets - duck, yellow brush, etc.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Filmstrips - The Yellow Bird and The Green Caterpillar

DAILY LESSON PLAN

*All children are to wear red today. Encourage parents to send red snacks today. (apple)

UNIT: Colors DATE: October
TODAY'S EMPHASIS: Red; Light and Shadows
CONCEPTS: Red is one of the eight basic colors. A shadow is darkness caused by an object in front of the light. A shadow changes size and shape when the blocking object changes or the source of light moves.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Discuss things that are red.
3. Discuss that the meaning of red is mad. Childcraft, Volume 12, pp. 16, 17, 21, 24.
4. Discuss the sun (mixture of all colors), natural light, man-made light, and firefly.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

In closed or large box, let chldren go in two at a time with flashlight and ruler with holes. Experiment with light and shadows. Use overhead projector to let chldren make shadows.

PRINTING

red
light
shadow
stop
mad

MUSIC/LISTENING/READING

Hap Palmer: "Parade of Colors"
Distribute color signs and let children march.
Reading: Bibliography

MATH/GAMES/PUZZLES

Color Bingo
Colorama
Apple Tree Game
Apple Trees (workjobs)
Light Bright
Math: Sort red objects: (count and classify)

ART

Red tie dying on squares of white material
Red collage: red beans, red sparkle, red scrap paper, sequins, etc.
Fingerpaint with red paint.

SCIENCE/SOCIAL STUDIES

On science table:
1 stalk of celery in red water
Water and red food coloring: Let children experiment with it and see shades of red.

WOOD WORKING/SAND/WATER

Free play with red water in trough.

DRAMATIC PLAY

Play in red land with red things—red table and chairs, red dishes.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Film - The Red Balloon. Afterwards, give each person a red balloon to take home.

DAILY LESSON PLAN

*All children are to wear purple today. Encourage parents to send purple snacks today.

Secret Letter - R

UNIT: Colors DATE: October
TODAY'S EMPHASIS: Purple; Review
CONCEPTS: Purple is one of the 8 basic colors.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar and Weather
2. Name things that are purple. (eggplant, grapes)
3. Discuss what you think of when you think of purple.
4. Discuss warm and cool colors. Use Childcraft, Volume 12.
5. Check thermometers in colored water.
6. Secret Letter? Let the children try to discover what the secret letter is.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Large box. Do experiments with flashlight and shadows. Use overhead projector for making shadows.

PRINTING

purple
yellow
red
cow
green
blue

MUSIC/LISTENING/READING

"Green Eggs and Ham"
Reading: Bibliography

MATH/GAMES/PUZZLES

Candyland Game
Color Dominoes
Purple Slime and Worms
Math:
Georello Gears
Octons
Legos

ART

Use a pattern. Let children cut out purple cows. Then give them a copy of "Purple Cow" poem to glue on the cow.

SCIENCE/SOCIAL STUDIES

Mix colors. (3 primary colors, medicine droppers, white egg cartons) Also, put in window different colors of construction paper with objects sitting on top of them. Observe.

WOOD WORKING/SAND/WATER

Purple water in trough
Free play with water toys

DRAMATIC PLAY

Go to purple land.
Play with purple things.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Filmstrip: The Purple Flower

Poem: "Purple Cow"

I never saw a purple cow.
I never hope to see one.
But I can tell you anyhow,
I'd rather see than be one.

Books

Color

A Rainbow of My Own - Don Freeman
One Fish, Two Fish, Red Fish, Blue Fish - Dr. Seuss
The Egg Tree - Katherine Milhous 398.2
How the World Got It's Color - Marilyn Hirsh
What is Red? - Suzanne Gottlieb
The Great Blueness - Arnold Lobel
My Slippers are Red - Charlotte Steiner
Yellow Yellow - Frank Asch
The First Book of Color - Herbert P. Paschel
Green Says Go - Ed Emberley
The Color Kittens - Margaret Hillert
Sunlight and Shadows - John and Cathleen Polgreem 525
A Color of His Own - Leo Lionni
Green Eggs and Ham - Dr. Seuss
The Little Red Caboose - Marion Potter
Light - Bernice Kohn
What is the Color of the Wide Wide World - Margaret Friskey
The Yellow Boat - Margaret Hillert
Brown Cow Farm - Kahlov Ipcar
The Two Reds - Lipkind and Mardvinoff
The Little Red Drum - Eunice Young Smith
New Blue Shoes - Eve Rice
Ten Apples Up on Top - Theo. LeSieg
The Remarkable Egg - Adelardo Holl
The Sky Was Blue - Charlotte Iolatou
The Little Red House - Grace Skaor
The Red Carpet - Rex Parkin
The Red Balloon - A. Lamorisse

2 prisms from library
Childcrafts, Volumes 6, 7, 12, 13

Films

"Pinky and the Petunias" - Esphyr Slobodkina
"The New Red Jacket" - Chandler
"A Fish Out of Water" - Helen Palmar
"Blue Bug and the Bulbies" - Virginia Pouletg
"Red Mittens" - Laura Bannon
"Big Red Barn" - Margaret Wise Brown
"Jolly Blue Boat" - J. Courtright
"The Blue Bird" - Fiona French
"Little Blue and Little Yellow" - Leo Lionni
"The Little Brown Bear" - Cheryl Pelavis
"The Blue Thing" - Daniel Nanus Pinkwater

DAILY LESSON PLAN

*K for King of Spain
Q for Queen of Spain

UNIT: Columbus Day DATE: October
TODAY'S EMPHASIS: Columbus Day
CONCEPTS: Columbus Day is celebrated every year in October.
Christopher Columbus discovered America in 1492.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Poem "In 1492, Columbus etc."
2. Read Columbus Trolly Book.
3. Crossties Big Book: October, Show the Ships.
4. Teach names of ships. Discuss the ships, wind, and other interesting problems of the trip.
5. Show voyage on globe and discuss globe concepts.
6. Work on number 3.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build ships. (Nina, Pinta, Santa Maria)
Use the rocking boat and other wooden boats.

MUSIC/LISTENING/READING

Record: Christopher Columbus
by John Griggs
Patriotic Tape

PRINTING

Columbus Day	October 12
America	Nina
Pinta	Santa Maria

MATH/GAMES/PUZZLES

Patriotic Puzzles
Deck of Cards
Separate objects into groups of 3. (Discuss words set or group)
Go Fishing
Number Wheel
Clay
Rough/Smooth (workjobs)

ART

Ivory soap boats (carve out the inside of the soap and attach a sail) or styrofoam boats or hat boats (upside down hat) or sea monster puppets out of old socks. Ditto sheet - boat, 3 piece cut, color, paste.

SCIENCE/SOCIAL STUDIES

Sink/Float Experiment: Provide a variety of objects. Divide the objects after experimenting into a sink or float set.

WOOD WORKING/SAND/WATER

In blue-green water, use homemade sailboats and have races.

DRAMATIC PLAY

Put out blue paper or blue blanket. Put out boat. Dramatize Columbus's voyage on the ocean.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Discuss things that come in 3's (triplets, trio, tricycle, tripod, tic-tac-toe).
2. Listen to music of the ocean and imagine and dramatize what voyages could have been like.
3. Film: Celebrating Columbus Day

GC 9

p. 55 America flies flags on special holidays and the 2nd Monday in October is one of those days.

p. 338 Christopher Columbus - 1492 - set sail from Spain in 3 ships - Nina, Pinta, Santa Maria. He thought he could reach China, India, or Japan. He thought he had reached an island near Japan.

Leif Ericson - discovered America 500 years before Columbus (Newfoundland, Canada)

About 20,000 years - Indians discovered America - bridge between Asia and America

Books

Christopher Columbus - Clara Ingram Judson
Columbus - D'Aulaire
Christopher Columbus - Olds
The Columbus Story - Dalgliesh

DAILY LESSON PLAN

UNIT: Fall Season DATE: October
TODAY'S EMPHASIS: Signs of Fall; Family Activities in the Fall
CONCEPTS: Some signs of fall are the changing of the leaves, animals preparing for winter, a change in clothing, and cooler weather.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Name signs of fall, and list them on the board. (Discuss plants, animals, cooler temperatures, change in clothing, etc.) (Show pictures.)
3. Name and discuss family activities in the fall.
4. Record - Autumn is Here. Pantomime a leaf falling.
5. Read - Now It's Fall by Lenski

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Free play

PRINTING

Fall
school
orange
brown
leaf
football
gold

MUSIC/LISTENING/READING

"Take Me Out to the Ballgame"
"Ring Around the Tree"
Reading:
Books on fall and autumn
Bibliography

MATH/GAMES/PUZZLES

Holly Hobbie
Flowers and Paper Clips
Math:
Matching Game: Goes Together (leaves, football helmet, child, desk, etc.)
Put in correct pocket. (rake, football, sweater, books, etc.)

ART

Trace and cut out leaves. (orange and brown paper)
Tape on the tree that's painted on the wall.

SCIENCE/SOCIAL STUDIES

Go on a nature walk to observe signs of fall.
Draw what we saw in our notebook.

WOOD WORKING/SAND/WATER

Free play with sand toys

DRAMATIC PLAY

Dramatize home life in the fall.
Provide warmer clothes to dress up in.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

1. Popcorn - Pretend to be at a ballgame.

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Take paper bags outside and collect acorns, leaves, etc. or play "Go Fishing" for letters.

Fall

*Now It´s Fall - Lois Lenski
*Autumn and Winter - 547.54 filmstrip
*Fall Adventures - 574
Nature in the Four Seasons - FS 525/N
New - Why the Seasons - 525.5/N
*In the Autumn - FS 525.5
Farm to Market - Trolley B.
*Autumn Harvest - Alvin Tresselt
*I Like Weather - Crowell 811 - F
*Let´s Find Out About Fall - Sharp
*Follow the Fall - Marine Kumis
*Just Around the Corner - Leland B. Jacobs 811J
*Where Does Everyone Go? - Aileen Fisher
The Happy Owls - Piatti SFS F

DAILY LESSON PLAN

UNIT: Fall Season DATE: October
TODAY'S EMPHASIS: Animals Preparing for Winter; Fall Clothing
CONCEPTS: Many animals prepare in fall for the coming of winter.
We need to wear special clothing when the weather turns cooler.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Discuss different animals and how they prepare for winter. frogs (bottom of pond), bears (hibernate), birds (migrate to south), squirrels (gather nuts)
3. Story: When Winter Comes
4. Discuss fall clothing.
5. Show various pictures of children dressed for different seasons. Discuss how you can tell what season it is.
6. Read - The True Book of Seasons

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Free play

PRINTING

frogs
bears
birds
squirrels
winter
clothing
fall

MUSIC/LISTENING/READING

Record - Autumn is Here
Reading:
Bibliography
Books on manners and fall

MATH/GAMES/PUZZLES

Geozellos
ABC Mailbox
3 Puzzles on Animals
Math:
Safety Pin Game
Count and sort large and small legos

ART

Make leaf rubbings. Use real leaves. Place paper on top and rub with crayons.

SCIENCE/SOCIAL STUDIES

Language Experience notebooks: Draw a picture of animals preparing for winter.

WOOD WORKING/SAND/WATER	DRAMATIC PLAY
Free play in sand with sand toys	Home living center

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Play - "Go Fishing for Letters"
2. Film - How Animals Live

DAILY LESSON PLAN

UNIT: Fall Season DATE: October
TODAY'S EMPHASIS: Leaves
CONCEPTS: Leaves change colors in the fall from green to orange, brown, red, and yellow.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Use colored water and try to make orange and brown.
2. Show pictures of leaves in the fall, and show samples.
3. Explain why leaves change.
4. Play music and pretend to be a leaf falling to the ground.
5. View filmstrip Autumn is Here or read Down Come the Leaves.
6. Cover briefly harvesting nuts (pecans, hickorys, acorns), apples, pumpkins, and sweet potatoes.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Use tractors, farmer, and blocks to pretend harvesting crops and getting animals ready for fall.

PRINTING

leaf
red
brown
yellow
orange

MUSIC/LISTENING/READING

"Green Eggs and Ham"
-or-
Haunted House Record

MATH/GAMES/PUZZLES

Apple Tray - counting acorns
Season Puzzles
Farmer Puzzle
Apple Trees Game

ART

Cut out fall leaves and place on tree or wall. Make torn paper fall tree pictures.

SCIENCE/SOCIAL STUDIES

Provide chart and buckets of nuts to sort.
Set up tasting and cracking center (pecans, acorns, hickory)
Display autumn harvest of cotton, pumpkin, soybeans.

WOOD WORKING/SAND/WATER

Hide sweet potatoes in sand. Dig them up and count eyes on them.

DRAMATIC PLAY

Dress up in fall clothes. Pretend to be preparing home for winter.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Make leaf and crayon shavings pictures with wax paper and iron.

More Ideas

Torn paper apple trees
Paper footballs - holes to lace and tie
Old balls - blow up with hand pump.
Draw large jersey - child fills in favorite number and team.
Snap, bolt, and trucks - cut firewood, haul to house.

DAILY LESSON PLAN

*MSU North Farm

UNIT: Fall Season DATE: October
TODAY'S EMPHASIS: Cotton
CONCEPTS: Fall is the fourth season of the year. It's a little cooler than summer because the earth tilts farther away from the sun. Many things such as cotton are harvested in the fall.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Show Fall pictures and ask what they have in common.
2. Ask, "What is Fall?" Explain.
3. Name things that happen in the fall, show examples and pictures. (temperature drops, leaves, etc.)
4. What does harvest mean?
5. Name things we harvest in fall.
6. Go over process of cotton. Use cotton, pictures, flowchart, and dye some cotton material.
7. Go on field trip now to the farm.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Free play

PRINTING

Fall
cotton harvest

MUSIC/LISTENING/READING

"Green Eggs and Ham"

MATH/GAMES/PUZZLES

Apple Tree Game
Cookie Monster Puzzle
Bulletin Board Game -
"I Spy a Yellow B"
let a child find it.

ART

Give each child a square of cotton material. Color pictures on it or tie dye it.

SCIENCE/SOCIAL STUDIES

Dye white material as a group.
Dye eggs green and eat.
Mix primary colors.

WOOD WORKING/SAND/WATER	DRAMATIC PLAY
Wet the sand the put in different shapes and containers.	Prepare for fall at home.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Review field trip and cotton facts.
2. Show things made of cotton, if time. (clothes, paper, linseed oil)

DAILY LESSON PLAN

*Field Trip: Farm

UNIT: Fall Season DATE: October
TODAY'S EMPHASIS: Soybeans
CONCEPTS: The soybean is the number one crop in Mississippi. It is full of protein and is used in many foods for animals and people.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Show soybean and ask what it is.
2. Explain that in the spring we plant seeds. Then a flower grows. Then a pod with beans on it. As it matures, the leaves dry and fall. We combine then in the fall.
3. Compare to peanut. One is underground, 2-4 feet tall, and bumpy. The other is above ground with a hairy pod.
4. Why are soybeans important? (Soybean meal and soy mean are used mainly for animal feed and crude oil.)

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Use tractors, farmers, and blocks to build a farm and harvest crops.

PRINTING

soybean
pod
protein

MUSIC/LISTENING/READING

The Haunted House record

MATH/GAMES/PUZZLES

Use apple tray - count and add soybeans.

ART

Draw soybean plant with pods. Glue soybeans inside the pod. Put 2, 3, or 4 soybeans in each pod. Or glue soybeans to add numbers or write name in soybeans.

SCIENCE/SOCIAL STUDIES

Put some soybeans in a spouting jar to see what will happen. Keep some soybeans at school to cook at a later date.

WOOD WORKING/SAND/WATER

Have sweet potatoes buried in sand and dig them up. Count the eyes on them.

DRAMATIC PLAY

Prepare for Halloween. Decorate the haunted house. Cover with black paper and spider webs. Paint "H"'s all over it. Use netting boxes, materials, and black paint.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Meet Mr. "H" - "Horrible Hair" ETV.
2. Discuss bringing objects for the H box. (Cover a large box with black paper to make it look like a haunted house. As children bring "H" stuff, they get to put their name on the house.)

DAILY LESSON PLAN

UNIT: Fall Season DATE: October
TODAY'S EMPHASIS: Nuts
CONCEPTS: Many nuts such as peanuts, pecans, walnuts, hickory nuts, and acorns are harvested in the fall.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Review fall and harvest again.
2. Explain what a nut is. (A type of seed which grows in a shell.)
3. Show leaf and nut of each type. (pecan, hickory, walnut) Discuss how we use these! Crack all nuts and let children taste.
4. Discuss how some nuts aren't good to eat, like acorns.
5. Discuss what animals do with nuts in the fall.
6. Read: Fall Adventure
7. Teach song: "A Basket Full of Nuts" from Mockingbird Flight

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Use tractors, farmer, and blocks. Pretend to harvest crops. Get animals ready for fall.

PRINTING

pecan
walnut
hickory

MUSIC/LISTENING/READING

"Green Eggs and Ham"

MATH/GAMES/PUZZLES

Apple Tray - counting acorns
Season Puzzle
Farmer Puzzle
Apple Trees Game
Light Bright

ART

Torn paper trees

SCIENCE/SOCIAL STUDIES

Provide chart and buckets of nuts to sort accordingly. Set up tasting and cracking center. Let children try to crack and eat them. Display autumn harvest products such as cotton, pumpkin, and sweet potatoes.

WOOD WORKING/SAND/WATER

Hide sweet potatoes in sand. Dig them up. Count eyes on them and discuss. Or write numbers on them and children have to put them in the right bowl.

DRAMATIC PLAY

Dress up in fall clothes. Pretend to be preparing home for winter.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Discuss differences in peanuts and other nuts. Review cycle of peanut. Make peanut butter. Eat on bread or celery.
2. Teach: "Peanut Butter" song.

Indians would boil acorns to take out bitterness.
Pioneers would eat acorns when food was scarce.

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Peanut Butter Song

chorus	Peanut, Peanut Butter
chorus	Peanut, Peanut Butter

(1) First you take the peanuts and you pick'em,
you pick'em, you pick'em, you pick'em, you pick'em.

Repeat chorus.

(2) Then you take the peanuts and you smash'em,
you smash'em, you smash'em, you smash'em, you smash'em.

Repeat chorus.

(3) Then you take the peanuts and you mix'em,
you mix'em, you mix'em, you mix'em, you mix'em.

Repeat chorus.

(4) Then you take the peanuts and you spread'em,
you spread'em, you spread'em, you spread'em, you spread'em.

Repeat chorus.

(5) Then you take the peanuts and you eat'em,
you eat'em, you eat'em, you eat'em, you eat'em.

Repeat chorus: (This time instead of saying the words to the chorus, you pretend to be eating.)

DAILY LESSON PLAN

UNIT: Halloween DATE: October
TODAY'S EMPHASIS: Spider
CONCEPTS: Spiders are symbols of Halloween, too.
Spiders are not insects. They have 8 legs.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Teach "Eency Weency Spider." Sing in minor key.
2. Discuss spider (8 legs, webs, life cycle). Show spider collection.
3. Read story: The Witch and the Spiders
4. Review the letter "H"
    (a) Have many letters on the board. Let children point to the "H's."
    (b) See how many things we can make out of the letter "H."
    (c) Make "H's" out of our bodies.
5. Work on the number 8.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Make spiders out of blocks.

MUSIC/LISTENING/READING

"Trick or Treat" record
Paint with fluorescent paint to dance macabre music. (This works best in a dark closet.)

ART

Put up giant spider web.
Add to it. Make spiders out of paper or egg cartons.
Add 8 legs.
Make puppets out of construction paper and straws to dance macabre.

WOOD WORKING/SAND/WATER

Orange clay at table
Halloween molding art

PRINTING

spiders eight (8)

MATH/GAMES/PUZZLES

8 Worksheet
Pegs and Peg Board - count out rows of 8
Check Yourself Math - no. 8 (Halloween Page)

SCIENCE/SOCIAL STUDIES

Spider collection

DRAMATIC PLAY

Play with Barbie's horrible hair.
Pretend to be the count and play in the haunted house.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Meet Mr. "H" on ETV - The Letter People game with "H" if time.
2. Dance Macabre: Let children use their puppets to move to the music. Let children act out the parts.
3. Read: How the Spider Saved Halloween

Song: "The Goblin in the Dark"
(Tune: "Farmer in the Dell")

The goblin in the dark,
The goblin in the dark,
HI-ho (the cherrio*), It's Halloween,
The goblin in the dark.

The goblin takes a witch,
The goblin takes a witch.*
The witch takes a broom.*
The broom takes a pumpkin.*
The pumpkin takes an owl.*
The owl takes a cat.*
The cat takes a bat.*
The bat takes a ghost.*
The ghost goes BOO!*

Song: "It's Halloween"
(Tune: "Muffin Man")

Oh, do you know it's Halloween,
It's Halloween, it's Halloween,
Oh, do you know it's Halloween,
It's Halloween tonight.

We'll make a funny pumpkin face,
A pumpkin face, a pumpkin face,
We'll make a funny pumpkin face,
To give someone a fright.

We'll listen to the cat's meow,
The cat's meow, the cat's meow,
We'll listen to the cat's meow,
All through the night.

Song: "Pumpkin Song"
(Tune: "Mary Had a Little Lamb")

We are pumpkins, big and round,
Big and round, big and round,
We are pumpkins, big and round,
Sitting on the ground.

See our great big shiny eyes,
Shiny eyes, shiny eyes
See our great big shiny eyes,
Looking all around.

See our great big laughing mouths,
Laughing mouths, laughing mouths,
See our great big laughing mouths,
Smiling right at you.

DAILY LESSON PLAN

UNIT: Halloween DATE: October
TODAY'S EMPHASIS: Pumpkins
CONCEPTS: Pumpkins are harvested in the fall. They contain seeds. The pumpkin is a plant that grows on a vine. The vine produces flowers, and the flowers develop into pumpkins.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Teach: "We Are Pumpkins, Big and Round"
2. Go over life cycle of pumpkin (concepts). Use chart and Crossties Big Book (October).
3. Discuss the difference between jack-o-lanterns and pumpkins.
4. Name foods and show pictures of foods made from pumpkins.
5. Carve a jack-o-lantern, and clean out the inside.
6. Teach: "5 Little Pumpkins."
7. Work on #5.
8. Read: It's the Great Pumpkin, if time.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Make a pumpkin patch using blocks and plastic pumpkins.

PRINTING

pumpkin
orange
seeds

MUSIC/LISTENING/READING

"The Haunted House" record

MATH/GAMES/PUZZLES

Haunted House Math
Halloween Word Match
Halloween Puzzles
"H" Worksheet
#5 Worksheet

ART

Use popsicle sticks to make a fence on black paper. Then add 5 pumpkins, cat, moon, etc. Put pumpkin spills in the play dough.

SCIENCE/SOCIAL STUDIES

Make pumpkin pie, and toast the pumpkin seeds after washing them. Spread with butter and salt.
Let children play with Barbie's horrible hair.

WOOD WORKING/SAND/WATER

Wet the sand. Mold the pumpkins, cats. etc in sand. Write Halloween words.

DRAMATIC PLAY

Play in the haunted house, and pretend to be the Count.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Listen to "Trick or Treat" record.
2. Do the "Haunted House" finger play.
3. Read Halloween stories and review Halloween songs.
4. Meet Mr. "P" if time. ETV: The Letter People.

"Trick or Treat"

Witches, ghosts, and goblins
Stealing down the street,
Knock on every doorway,
TRICK OR TREAT!

When your door is opened,
This is what you meet,
Scary creatures shouting,
TRICK OR TREAT!

"If I Were a Witch"

If I were a witch, I'd laugh. (hee, hee, hee)
If I were a cat, I'd meow. (meow)
If I were a ghost, I'd groan with my most, and I'd scare everybody now.

If I were a bat, I'd fly. (flap wings)
If I were a elf, I'd cry. (cry boo-hoo)
If I were a pumpkin, I wouldn't be a dumkin, I'd make me a pumpkin pie.

Hee, hee, hee, meow, meow, I'd show everybody how.
Hee, hee, hee, meow, meow, I'd scare everybody NOW!

DAILY LESSON PLAN

UNIT: Halloween DATE: October
TODAY'S EMPHASIS: Origin; superstitions
CONCEPTS: Superstitions are beliefs based on NO reasons or facts.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Read a Halloween story.
3. Teach songs: "3 Little Pumpkins" and "Out in the Night"
4. Discuss origin of Halloween and superstitions (good luck: horseshoe, rabbit's foot, knock on wood, silver dollar, 4-leaf clover) (bad luck: ladder, black cat, mirror, Friday 13th)
5. Discuss date of Halloween every year.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Free play

PRINTING

Halloween
ghosts
black cats
witches
goblins
superstition

MUSIC/LISTENING/READING

Halloween record:
"I'm Not Scared"
"If I Were a Witch"
"Out in the Night"
Reading:
Halloween stories
October Big Book-Crossties

MATH/GAMES/PUZZLES

Peg Boards
Pumpkins (smallest to largest)
Count candy in trick or treat bags. (Put the right number in each bag.)

ART

Make trick-or-treat bags. Fold down twice, put handle on, and decorate front and back. Or finger paint on pumpkin shapes and glue on faces.

SCIENCE/SOCIAL STUDIES

Halloween sheet: (my folder)
Put body on head, and draw costume.

WOOD WORKING/SAND/WATER

Finish wood monsters.
Sand/Water:
Pumpkin spiced clay

DRAMATIC PLAY

The Count's House

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

1. Popcorn today!

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Make a classroom Halloween mural to hang in the hall.

Good Luck	Bad Luck
horseshoe	walk under ladder
rabbit's foot	black cat
knock on wood	Friday 13th
silver dollar	spilling salt
throw rice	cracks in sidewalk
4-leaf clover	

DAILY LESSON PLAN

*Childcraft Volume, pp. 305, 25, 43, 194, 319.

UNIT: Halloween DATE: October
TODAY'S EMPHASIS: Bats
CONCEPTS: Bats are symbols of Halloween. Bats are the only mammals that fly. They use radar to fly.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Teach song: "If I Were a Witch"
2. Introduce bats (mammals, babies, radar sleeping). Use Childcraft Volume (pp. 305, 25, 43, 194, 319) and pictures.
3. Read: Halloween Bats
4. "Haunted House" - Finger Play
5. Review all songs.
6. Work on number 5.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build a haunted house and bats.

MUSIC/LISTENING/READING

"Trick or Treat" record

ART

Trace and cut out black bats and hang up in room. Or draw with chalk on black paper. Or use pressed leaves for bodies to make witches on brooms, etc.
*Cup monsters

PRINTING - Print with white crayons on black paper.

bat mammal
radar milk

MATH/GAMES/PUZZLES

Halloween Puzzles
Arrange pumpkins from smallest to largest.
Haunted House Math (workjobs)

SCIENCE/SOCIAL STUDIES

H worksheet
#5 worksheet (5 pumpkins)
Play with Barbie's horrible hair. (for review of "H.")

WOOD WORKING/SAND/WATER

Put orange clay on table to make Halloween shapes.

DRAMATIC PLAY

Pretend to be the count and play in the haunted house. Provide Halloween things to count.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. View *The Orange Pumpkin*, *Dance Macabre*: introduce story and musical instruments.
2. Play game: Ghost Robber.

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Halloween Safety

Hundreds of young people in Oktibbeha County are anxiously awaiting October 31 and the opportunity to once again go "Trick or Treating."

Keeping children safe on Halloween doesn't have to be such a different trick if you treat them right and follow these suggestions.

*Use only fireproof paper or cloth for their costumes.

*If your children will be out trick-or-treating after dark, be sure they're wearing light clothing or have some reflective tape on their costumes.

*Use flashlights, not candles, to light jack-o-lanterns.

*Give trick-or-treaters at your door individually wrapped snacks. Factors wrapped treats let you know no one could have tampered with them.

*Make sure children travel in groups and that the younger ones go out with an adult supervisor.

*Keep corn husk decorations away from any fires and spray them with fireproofing liquid.

*The "cranks," people who dislike children, are usually well known to the community. Children should be told to stay away from these particular homes.

*Review pedestrian safety rules before they leave home. Dusk, the time when most children are out, is particularly hazardous. Remind them to cross only at corners; wait on the curb for the green light; look both ways before crossing; walk on sidewalks, not roads!

*Emphasize to children that they are not to eat any of the goodies they collected until they get home. Examine everything they received carefully. Discard anything unpackaged or with wrappings which seem to have been undone or are torn. Wash and cut fruit into small pieces. Unwrap packaged candies to check each piece.

*Urge children to stay in their own neighborhoods where they are known. Tell them to avoid homes that are dark or dimly lit; people who welcome Halloweeners generally leave lights on for them.

If all Starkville residents will take safety precautions this Halloween and follow these suggestions, they will have a happy Halloween.

Instructor magazine, October.

Haunted House (an echo pantomime)

Here's another echo pantomime by Kay Nichols, written especially for Halloween dramatization. As you read each line, make the corresponding actions and facial expressions and have children echo your words and actions.

On Halloween night, the wind was blowing. (Blow with lips puckered, move sideways, wiggle fingers.) And an owl sat looking down from a tall tree. (Form circles with thumbs and forefingers; place in front of eyes.)

Scott and Janet were on their way to a Spook House. (Fingertips together - form "peak" of roof. Look under peak with mean face.)

They arrived at the Spook House door. They looked around. (Look left, right, up, and behind. Reach out hand.) They turned the knob and went in. (Bend fingers, twist wrist to right.) It was dark. (Cover eyes with hands.) Suddenly they heard a loud _ _ _ _ _ _ _. (Slap hand on desk or table.) The children jumped and grabbed each other. (Jump; wrap arms around chest.)

They kept walking. (Tip-toe — look scared.) A spiderweb brushed their faces... (Pull fingers lightly across face)... and their hearts beat faster. (Tap chest with hand.) Then three knocks sounded. (Knock three times on desk.)

Suddenly, a ghost floated by. (Raise and lower arms in slow, floating motion.) Scott and Janet jumped back. (Jump backward.) They were watching him float... (hand over eyes, tilt head)... when something seemed to grab their shoulders. (Cross arms in front of chest, hands or shoulders.)

They twisted loose... (twist trunk sharply)... and ran for the door... (run in place)... banging it shut as they left. (Slap hands together.)

Down the steps they scurried. (Run, look down.) They were tired, but safe. (Breathe hard, smile.)

Back at the old house... (form house with fingers)... several naughty children sat snickering because they had pulled a Halloween trick and scared poor Scott and Janet. (Shake forefinger as if to scold; laugh quietly.)

DAILY LESSON PLAN

*Each child wears his/her Halloween costume to school.

UNIT: Halloween DATE: October
TODAY'S EMPHASIS: Party
CONCEPTS: Halloween is an old custom that is a lot of fun today, but safety rules must be followed.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Use Childcraft volume to discuss origin of Halloween. Discuss the date of, customs, and trick-or-treating.
2. Discuss safety rules and trick-or treating.
3. Meet Clyde the Frog of ETV, "Safety at Halloween".
4. Take a costume parade around the school.
5. Play "Guess Who?" Guess who is in each costume.
6. Try to bite apples on a string or bob for apples.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Play: "Pin the Tail on the Cat"

MUSIC/LISTENING/READING

"The Haunted House"
Paint with fluorescent paint and light to "Dance Macabre" music.

ART

Let children make their own placemats. Use black paper. Punch holes around the edges and weave with orange string.

WOOD WORKING/SAND/WATER

Orange clay table:
Make Halloween things.

PRINTING - Print with white crayons on black paper.

Halloween disguise

MATH/GAMES/PUZZLES

Haunted House Math
Halloween Word Match
Halloween Puzzles
#5 Worksheet
#8 Worksheet

SCIENCE/SOCIAL STUDIES

My Notebook: Halloween page
Try to bite the apples on a string.
Bob for apples
Pin the tail on the cat.

DRAMATIC PLAY

Pretend to be the Count in a haunted house.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Play Game: Find something in the "H" box and tell what it is and what letter it starts with. You get one point each time.

Bibliography

793.7 G Gomez - Scream Cheese and Jelly
793.7 S Sarnoff - The Monster Riddle Book

More art ideas:

Paper plate witch mask (use yarn for hair)
Paint with white paint on black paper.

DAILY LESSON PLAN

UNIT: Patriotism DATE: November
TODAY'S EMPHASIS: Our Flag
CONCEPTS: The American Flag is red, white, and blue. It has 50 stars, 7 red stripes, and 6 white stripes.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar and Weather
2. Discuss the importance of the Pledge of Allegiance.
3. Do the Pledge together.
4. Show pictures of flags from different countries. (Big Book)
5. Discuss the American Flag and count the stars and stripes. (Betsy Ross, stars, stripes, and the first American Flag)
6. Letter "A" activity.
7. Discuss the present flag. Review "Yankee Doodle," p. 171, (Mockingbird Flight). Teach: "Three Cheers for the Red, White, and Blue," p. 174.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Make a gigantic flag out of blocks.

PRINTING

flag
stars
stripes
America
red
white
blue

MUSIC/LISTENING/READING

Patriotic record:
Use musical instruments.
"It's a Grand Old Flag"
"America"
"America the Beautiful"

MATH/GAMES/PUZZLES

Sort red, white, blue objects.
Counting Board
- count by 10's to 50
- count by 5's to 50
Patriotic Puzzles
Apple Tree Game
Puzzle of USA
Washington Face Puzzle
Lincoln Penny Puzzle

ART

Red, white, and blue paint
Make flag. Use red paper. Glue on white stripes. Glue on blue rectangle. Color in 50 white stars. Make a giant torn paper flag. Draw off stripes and stars and color in areas ahead of time.

SCIENCE/SOCIAL STUDIES

Presidential Notebook
Cut - color - paste - flag sheet

WOOD WORKING/SAND/WATER

Measuring containers - red, white, blue rice

DRAMATIC PLAY

Pretend to be Betsy Ross sewing the 1st American Flag.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

1. Go to the flag pole and say the Pledge together.

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Read Trolley Book, Washington D.C.
2. My notebook - "Our Flag"
3. View filmstrip - America the Beautiful

Betsy Ross is a legend.
She was a seamstress who made flags in Philadelphia during the American Revolution.

Her grandson wrote a paper about her 100 years later that told the legend that his grandmother told him. General George Washington visited her and asked her to do the flag in 1776. Washington wanted a 6-pointed star, but Betsy wanted a 5-pointed star.

You come dressed as Betsy Ross or get a visitor to do so.

DAILY LESSON PLAN

UNIT: Patriotism DATE: November
TODAY'S EMPHASIS: Election Day
CONCEPTS: Election day is held every 4 years in November (1st Tuesday). We select a President to serve the people of the United States. People go to the polls to vote on this day.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Discuss election day and show date on calendar.
3. Show pictures of the candidates. Discuss parties and voting.
4. Have a mock election. Declare a winner. (Watch TV for results.)
5. Match to patriotic music.
6. Review letters learned and tie in with this unit.
7. Counting Activity - use the number line.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Free play

PRINTING

election voting
ballots President
November winner

MUSIC/LISTENING/READING

Patriotic cassette or record - "The Star Spangled Banner"
Reading:
Bibliography

MATH/GAMES/PUZZLES

Count the stars and stripes on a flag.
Star Sequence (smallest to largest)
Stripe Sequence (shortest to longest)
*Find the ones that are the same size.

ART

Use red and white yarn, pipe cleaners, construction paper, styrofoam pieces, etc. Create flags, White House, Liberty Bell, etc. Let this be as free as ppossible.

SCIENCE/SOCIAL STUDIES

Set up TV and watch for news coverage of the election.

WOOD WORKING/SAND/WATER

Provide different containers. Measure red, white, and blue rice. Dye the rice with food coloring and alcohol.

DRAMATIC PLAY

Provide a white play house. Pretend it's the White House, etc.
Have voting booths (paint a box) set up. (Ballots, sign in sheets, etc.) (Use post office building.)

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Listen to patriotic songs on record player.
2. Dramatize waiting in line to vote. Work on concepts. (1st in line through 5th, etc.)

DAILY LESSON PLAN

UNIT: Patriotism DATE: November
TODAY'S EMPHASIS: Independence
CONCEPTS: Americans has to fight England for its independence.
Washington D.C. is the capitol of the USA.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. What is patriotism? (love of country)
3. Tell brief history. (England, war, independence, 13 colonies, Paul Revere, 1st President, freedom) (Use pictures, map, or globe.)
4. We should be proud to be Americans! Play Paul Revere relay game!
5. Review or teach patriotic songs.
6. Show pictures of famous places in America - George Washington and Paul Revere statue, Independence Hall, etc.
7. Letter "A"

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build the White House or the American Flag or other patriotic things.

PRINTING

independence
Washington D.C.
White House

MUSIC/LISTENING/READING

From Crossties Mockingbird Flight:
Three Cheers, p. 174
Yankee Doodle, p. 171
Battle Hymn of the Republic, p. 175
Musical instruments

MATH/GAMES/PUZZLES

Patriotic Puzzles
Sort red, white, blue objects.
Creative play with red and blue hoops
USA Puzzle
Penny Puzzle
Lincoln Logs
Match Pairs - deck of cards
Washington Face Puzzle

ART

Use clay to mold the busts of famous Americans out of clay. Make patriot hats out of three pieces of black paper.

SCIENCE/SOCIAL STUDIES

Use the mosaics to make replicas of the American Flag.

WOOD WORKING/SAND/WATER

Measuring containers and red - white - blue

DRAMATIC PLAY

Pretend to be Betsy Ross sewing the first flag. Have a stick horse and let someone pretend to be Paul Revere.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

1. Relay game

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. View filmstrip, The Star Spangled Banner
2. Have a patriotic parade. Let one child carry the flag. The others sing and play musical instruments.

DAILY LESSON PLAN

UNIT: Patriotism DATE: November

TODAY'S EMPHASIS: America Today!

CONCEPTS: America's President is the leader of the country. While he is President, his home is the White House in Washington D.C.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Teach "Marching Along," p. 176, Mockingbird Flight
3. Show pictures of past Presidents, and explain his job.
4. Show Reagan's picture and tell about his family life, jelly beans.
5. Show pictures of the White House in Washington D.C., and explain its role and other important places there.
6. Cover American Symbols: Statue of Liberty, Eagle, Liberty Bell
7. As each person leaves rug, give them a jelly bean if they can answer a question.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build the White House or other patriotic setting.

MUSIC/LISTENING/READING

"Marching Along," p. 176
"America, I Love You So," p. 177
Mockingbird Flight

ART

Creative drawing on one art table. Draw a jar and then glue on torn scraps of paper to look like jelly beans. Fill up the jar.

PRINTING - Use clay tray to write on or use a laminated White House to print.

President Reagan
White House
jelly beans

MATH/GAMES/PUZZLES

Egg Carton Game - use jelly beans inside it
Ring Toss
Rhyming Words Match
Patriotic Puzzles
USA Puzzle
Memory Game of Patriotic Symbols

SCIENCE/SOCIAL STUDIES

My notebook: The President (or something learned this week) Children could make models of the White House out of shoe boxes, with the help of an aide.

WOOD WORKING/SAND/WATER	DRAMATIC PLAY
Measuring containers with red, white, and blue rice	The White House Let one person pretend to be the President.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Write a letter to President Reagan or write a story "Why I Would Like to Be President."
2. Sing patriotic songs learned or "When I Grow Up."

DAILY LESSON PLAN

*J Day - Jeans and Jersey Day
*All the children wear jeans and a favorite jersey today.

UNIT: ABC and Me DATE: November
TODAY'S EMPHASIS: Alphabet Emphasis
CONCEPTS: Learning can be great fun!!!

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Sing ABC song.
3. Read Dr. Seuss's ABC.
4. Play games with the letters: "U, V, W."
5. Movie
6. Jeans and Jersey Day

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Make alphabet letters out of blocks.

PRINTING

Stamp names.

MUSIC/LISTENING/READING

Listening cassette
Dr. Seuss's ABC
Reading:
Bibliography

MATH/GAMES/PUZZLES

ABC Stencils
ABC Puzzles
ABC Train (workjobs)
ABC Board and Rubber Letters
Alphabet Writing Cards

ART

Play dough to make ABC's and cut out J's and pin on jeans.

SCIENCE/SOCIAL STUDIES

Make pictures out of ABC letters.
Cut ABC's out of the newspaper and write names or words.

WOOD WORKING/SAND/WATER

Set ABC boards and rubber ABC's.
Sand: Large hollow ABC's.
Wet the sand. Have printed words near. Mold names and words.

DRAMATIC PLAY

Make alphabet letters with body at home.
Look for ABC's at home.
Play school.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Talk about "XYZ."
2. Alphabet Bingo
3. Meet "Mr. J" - The Letter People, ETV.

DAILY LESSON PLAN

UNIT: Gee - 123 DATE: November
TODAY'S EMPHASIS: Number Emphasis
CONCEPTS: Learning Can Be Fun!!!

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Sing: 6 Little Ducks and 10 Little Indians
3. Flannel: 10 Little Indians
4. Story on counting
5. Counting finger plays

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Make numbers out of blocks.

MUSIC/LISTENING/READING

Cassette and Book
  - Seven Diving Ducks
Ella Jenkins (counting record)
Reading: Bibliography
Little table in other room:
1. Math key set
2. Number pegs and peg boards

ART

Play dough:
Make numbers. Then make that many objects.

WOOD WORKING/SAND/WATER

Set up ping pong math set. Sand: Large plastic hollow numbers. Wet the sand and mold numbers. Provide pecans for counting.

PRINTING

numbers counting
adding zero

MATH/GAMES/PUZZLES

Number Bingo
Dominoes
Magic # Writing Cards
Put out number line on floor.
Math:
Paper Clips and Flowers
Counting Straws

SCIENCE/SOCIAL STUDIES

Notebooks - Allow children to write numbers. Cut numbers out of newspapers and glue on construction paper.

DRAMATIC PLAY

Play school at home and work on numbers.

9:30-10:00	1:30-2:00	OUTSIDE PLAY

1. Hopscotch

10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Stories about numbers
2. Number Bingo

DAILY LESSON PLAN

*Ahead of time, put large tape shapes on rugs for quick activities.
Example: Stand inside the square.

UNIT: Shapes DATE: November
TODAY'S EMPHASIS: Introduction to shapes. Everything has a shape.
CONCEPTS: Everything has a shape. Some shapes are crescent, oval, heart, spade, diamond, star, club.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Read Everything Has a Shape and Size by Bernill Kohn.
2. Using an overhead projector, guess what the objects are by looking at their shape.
3. Grab bag guessing game.
4. Demonstrate how letters and words have shapes. Also, traffic signs have shapes.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build different shapes out of blocks.

PRINTING

shape
square
club
circle
diamond

MUSIC/LISTENING/READING

Hap Palmer:
Use bodies to be different shapes.

MATH/GAMES/PUZZLES

Puzzles of all different shapes
Paper Shape Puzzles
Shape Bingo
Mosaics
Design Cubes
Rubberband Boards

ART

Sponge shape paint

SCIENCE/SOCIAL STUDIES

Our Notebook Language Experience: Find objects and trace their shape on paper.

WOOD WORKING/SAND/WATER

Wet Sand: Draw shapes and pictures in sand, and let friend guess what it is.
Wood Working: Put nails into boards to make shapes.

DRAMATIC PLAY

Play guessing grab bag with friends.
Find shapes in the house and put in the correct box.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Play Color & Shape Bingo

Shapes

Everything Has a Shape and Size - Bernill Kohn
The Shape of Me and Other Stuff - Dr. Seuss
Shapes and Things - Tana Hoban
Andy's Blue Square
Raggedy Ann and The Cookie Snatcher
Changes, Changes - Pat Hutchins
The Sesame Street Book of Shapes
Shapes - Jan Pienkowski
Shapes - John Reiss
Shapes - Mirian Schlein
Shapes - Gillian Youldon
Shapes, Sides, Curves, and Corners - Ella Podendorf

DAILY LESSON PLAN

UNIT: Shapes DATE: November
TODAY'S EMPHASIS: Oval and Circle
CONCEPTS: A circle has the same diameter in all directions.
An oval does not have the same diameter in all directions.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Discuss how a circle and an oval look different.
2. Measure and demonstrate circles and ovals.
3. Name objects that are circles and ovals. (football, lid, face)
4. Play: Shape Basket Turnover or Shape Bean Bag Game
5. Read: "Mr. Peabody," p. 22 - Peabody Kit

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build shapes out of blocks.

PRINTING

circle oval
rectangle square
shape

MUSIC/LISTENING/READING

"Did You Ever See a ____ ____?"
"How Many Ways"
Hap Palmer
Reading:
"Raggedy Ann and Cookie State"

MATH/GAMES/PUZZLES

Rubberbands and Boards
Yellow and Blue Connecting Pieces
Tinker Toys
Octons

ART

Use precut shape pieces to make pictures.

SCIENCE/SOCIAL STUDIES

Shape Bean Bag Game
Shape Worksheet

WOOD WORKING/SAND/WATER

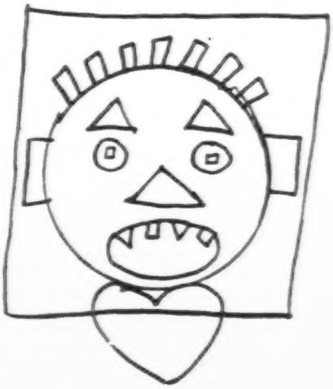
Have shapes drawn on board. Nail in nails on the lines.
Sand/Water: Pour water into different containers. It changes its shape.
Make sand into mud and mold shapes.

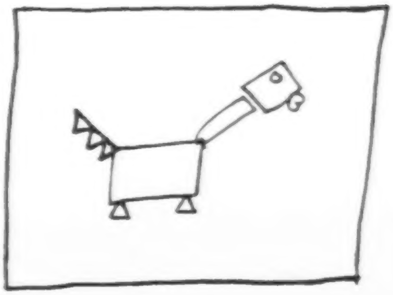
DRAMATIC PLAY

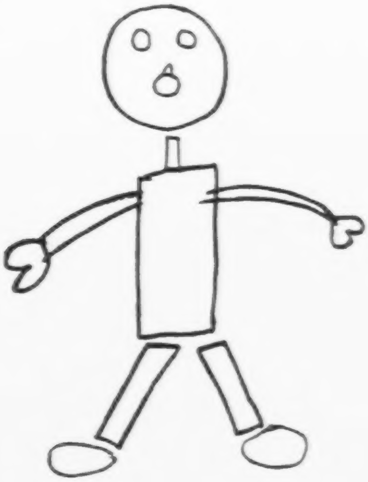
Shape Fishing

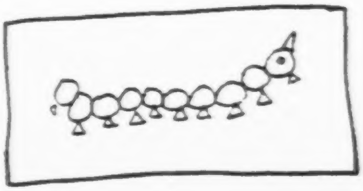
9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. "Shape Parade"
2. "I Spy"

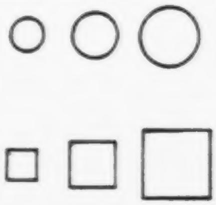








Order Shapes:



DAILY LESSON PLAN

UNIT: Shapes DATE: November
TODAY'S EMPHASIS: Pyramid, cube, cone, sphere, cylinder
CONCEPTS: These objects are made of more than one shape.
There are many things around us that are these shapes.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Introduce 2-Dimensional shapes. Show shapes and words.
2. Show objects that are that shape. (kissy, picture of pyramid, Pringle's can, water, cup, ice cream cone, ball, caramel, candle)
3. Shape Walk
4. Sing: "Around the Circle We March"

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build shapes out of blocks.

PRINTING

pyramid
cube
cone
sphere
cylinder

MUSIC/LISTENING/READING

"Around the Circle We March"
Reading:
Bibliography

MATH/GAMES/PUZZLES

Use ropes to make shapes.
Lincoln Logs
Puzzles
Birthday Cake Math
Go Together Jars

ART

Peanut Butter Art:
Form shapes and then put on bread and eat.

SCIENCE/SOCIAL STUDIES

Shape Worksheet: On large sheet on science table with outlines on it.
Children fill in with objects.

WOOD WORKING/SAND/WATER

Make sand into mud. Mold pyramids, cubes, cones, spheres.
Wood Working: Have shapes drawn on board. Nail in nails on lines.

DRAMATIC PLAY

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Filmstrip: "Changes, Changes"

DAILY LESSON PLAN

UNIT: Shapes DATE: November
TODAY'S EMPHASIS: Rectangle, Square, and Triangle
CONCEPTS: The square has four equal sides.
The rectangle has 2 pairs of equal sides.
The triangle has 3 sides but not always equal.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Discuss square, rectangle, and triangle. How are they different? Name things that are these shapes.
2. Play: Go Fishing for Shapes
3. Read: Andy's Blue Square
4. Sing: "Did You Ever See a Blue Square?"

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build shapes out of blocks.

MUSIC/LISTENING/READING

"Did You Ever See a Blue Square"
"Hokey Pokey" (use shapes)

ART

Make train cars out of torn paper shapes.
Or toothpick art

WOOD WORKING/SAND/WATER

Have shapes drawn on boards.
Nail nails on line.
Sand/Water: Make sand into mud.
Draw shapes in mud.

PRINTING

rectangle triangle
shape square

MATH/GAMES/PUZZLES

Triominoes
Dominoes
Octons
Interlocking Cubes
Peg Boards and Wooden Pegs

SCIENCE/SOCIAL STUDIES

Put up a bulletin board - "Can you make a shape picture?" Give children several shapes. They make a picture, and the teacher puts it up on bulletin board.

DRAMATIC PLAY

Boat and fishing pole:
Fish for shapes.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Hokey Pokey Shape
2. Go Fishing (Pass the pole around the circle.)

DAILY LESSON PLAN

*Crossties December Big Book

UNIT: Shapes DATE: November
TODAY'S EMPHASIS: Things sometimes change their shape.
CONCEPTS: Some objects change shape.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Think of things that change shape.
2. Discuss and demonstrate: balloon, water (ice, steam), foods, plants, people, sand.
3. Read and use flannel board: It Looked Like Spilt Milk
4. Conservation Tasks: solids and liquids

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build shapes out of blocks.

PRINTING

circle
rectangle
oval
square
diamond

MUSIC/LISTENING/READING

Hap Palmer Record
"Just Like Yours"
"This is How We Make a Circle"

MATH/GAMES/PUZZLES

Go Fishing for Shapes
Flannel Shapes and Board
Match Card Game
Colorama
Snowman Addition

ART

Play dough: make shapes and change their shapes.
Or make shape mobile

SCIENCE/SOCIAL STUDIES

Do conservation tasks.

WOOD WORKING/SAND/WATER

Have shapes drawn on board.
Nail nails on lines.
Sand/Water: Pout water into different containers and watch it change shapes.
Mold and change it into different shapes.

DRAMATIC PLAY

Shape Fishing

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Use Mr. Peabody and magnetic shapes.
2. "Show Me a Pink Square," etc.
3. Hap Palmer - "How Many Ways"

Cooking Activity

Peanut Butter Clay

1/2 c. peanut butter
1/2 c. powdered milk
1/4 t. honey

Mix all the ingredients together in a small bowl. If the clay is too dry, add more honey. If it is too wet, add more dry milk.

Purposes:
1. Developing the ability to complete a task by making peanut butter clay figures.
2. Reproducing a figure that can be seen and felt by using a substance.
3. Developing eye-hand coordination.
4. Small muscle development.
5. Developing listening skills.
6. Practice following directions.
7. Personal enjoyment.

Suggestions:
1. Have the pupils eat their figures alone or on a piece of bread.
2. Use in a unit on animals. Form animals and decorate them with miniature marshmallows and chocolate covered raisins.
3. This activity could be used with many units such as nutrition, insects, farm products, or textures.

Evaluation:
1. Ability to complete the activity resulting in peanut butter clay figures.
2. The number of children who eat their final figures.

DAILY LESSON PLAN

UNIT: Indians DATE: November
TODAY'S EMPHASIS: Housing
CONCEPTS: There are 3 main types of Indians in America: Plains, Desert, and Woodlands. They live in teepees, adobes, and wigwams made from their own environment.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Songs: "10 Little Indians" and "I'm an Indian Warrior"
3. Discuss and show pictures of teepees and wigwams. Explain that the houses were made because of the environment; clay houses, etc.
4. Indian story: Little Chief
5. 10 - Number Activity
6. Introduce letter "I" - Use Form A Sound cards.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build Indian houses.

PRINTING

Indian teepee
adobe hogan
wigwam

Have printed I's on paper - Children glue corn on it and the teacher writes Indian on it

MUSIC/LISTENING/READING

Indian and Thanksgiving cassette
Story and cassette -
Indian Two Feet and His Horse
Reading:
Bibliograpy
Trolley Book - Squanto
Big Book - November (Crossties)

MATH/GAMES/PUZZLES

Lincoln Logs - (build hogans)
Trees and Leaves (workjobs)

ART

Make and decorate headbands and feathers. Save for powwow. Make pictures out of constuction paper.

SCIENCE/SOCIAL STUDIES

Draw Indian homes on board and let children draw in notebooks. Set up display of Indian homes. (make trees, etc.)
Crush corn with large rocks.

WOOD WORKING/SAND/WATER

Put plastic Indians in sand table. (count, sort, pretend)

DRAMATIC PLAY

Dramatize Indian life. Set up sheets over chairs for teepees, etc. Cover boxes and stack on top of each other to make an adobe. Use plastic blow-up canoe.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Film: The Plains, Woodland Indian
2. Follow directions activity.

Indians

F Ric Richter - "The Light in the Forest"

Woodland Indians - lived in wigwam, pole frame, covered with leaves and bark, dome-shaped.

Plains Indians - teepees, cone-shaped, buffalo skins

Cliff Dwellers and Pueblo Indians - adobe, sun-dried bricks

DAILY LESSON PLAN

UNIT: Indians DATE: November
TODAY'S EMPHASIS: Hunting and Transportation
CONCEPTS: The Indians made arrow heads from flint and made bows and arrows, nets, and harpoons as hunting equipment. They hunted wild game. They traveled mostly by water in canoes, flat boats, and on horses.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Discuss hunting wild game. Discuss plot of buffalo, etc. Show pictures.
3. How did they hunt? (horses, barefoot)
4. Tools (bows, arrows, clubs, slings)
5. Animals provided skin for clothing, blankets, food, shelter, jewelry, and utensils.
6. Show arrow.
7. Transportation: canoes, baskets on head, bull boat, horses, snow shoes, toboggan.
8. Teach "Abi Yo Yo," Mockingbird Flight
9. I - activity

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Roller Boards

PRINTING - Use stamp kit to print these words.

buffalo
bows
arrows
clubs
slings
canoes
horses

MUSIC/LISTENING/READING

"Indian Two Feet and His Horse" cassette and books
Reading:
Bibiliography
Big Book - November (Crossties)
Trolley book - Squanto

MATH/GAMES/PUZZLES

Mosaics: Make Indian designs.
Copy designs from cards.
Small peg boards and pegs.
Math:
10 Little Indian flannel set
Straws and Counting Cans

ART

Make Indian vests from paper bags. Save for pow wow. Make dried animal skins out of paper bags.

SCIENCE/SOCIAL STUDIES

Cut things we are thankful for out of magazines.

WOOD WORKING/SAND/WATER

Set out table activity.
Wet sand and shape Indian homes.
Provide small plastic Indians
and horses.

DRAMATIC PLAY

Dramatize hunting for food.
Use different tools for hunting.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Fun film
2. Skipping: Check who can skip individually.

DAILY LESSON PLAN

UNIT: Indians DATE: November
TODAY'S EMPHASIS: Foods and Cooking
CONCEPTS: Indians had ovens made of brick and clay. They used hot bricks. Indians made special utensils to cook and eat with.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Discuss:
   (1) What did they eat? wild fruit, nuts, popcorn, cranberries, honey, deer, pumpkins, turkeys, hominy, fish succotash, and corn
   (2) How did they cook? (oven, p. 70, Let's Be Indians)
   (3) What were their utensils? stone, bone, pottery, or wood
   (4) The women did the farming.
   (5) Taste the cranberries.
3. Teach "Rain Song" from Mockingbird Flight

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build Indian ovens.

PRINTING

corn	hominy
buffalo	turkey
deer	fish

MUSIC/LISTENING/READING

Teach: "Hear Great Spirit Send Us Rain Clouds," from Mockingbird Flight, Indian cassette
Reading:
Bibliography
Big Book - November Crossties
Trolley Book - Squanto

MATH/GAMES/PUZZLES

ABC Rubber Boards
Indian Animal Puzzles
Number Puzzles
Number Pegs
Penny Puzzles

ART

Make totem poles from shoe boxes, paper bags, or paper plates. Cover, decorate, and stack.

SCIENCE/SOCIAL STUDIES

Notebooks - draw ovens, Indian foods, etc.
Indian ditto sheets

WOOD WORKING/SAND/WATER	DRAMATIC PLAY
Put Indians in wet sand.	Dramatize cooking with Indian oven, etc.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Make and mold salt clay for pottery. Then let clay harden. Recipe: 1 c. flour, 1 c. salt. Add cool water and then mix. Add more flour if sticky.

DAILY LESSON PLAN

UNIT: Indians DATE: November
TODAY'S EMPHASIS: Dances, Games, Songs
CONCEPTS: Indians had special dances they used for special occasions. Indians played many games. Their dances, games, and songs were symbolic of their culture.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Review songs.
2. Use book, Let's Be Indians, to get discussion information.
3. Explain reasons for dances (rain, thanks, answers).
4. Play Indian Games - Childcraft, Volume 9, p. 259 - Dance; p. 299 - Dance; p. 81 - Tossing Game; p. 82 - Stick in a Hoop; p. 83 - Cup on a Stick

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build Indian homes.

PRINTING - Write in a clay tray today.

drum shaker

MUSIC/LISTENING/READING

Indian Two Feet and His Horse
cassette and books

MATH/GAMES/PUZZLES

Mosaics
Pentobi
Indian Puzzles

ART

Lace the paper canoes and decorate. (precut, prepunched)

SCIENCE/SOCIAL STUDIES

Display Indian things (arrowheads, doll, stones)

WOOD WORKING/SAND/WATER

Count Indians in the sand.

DRAMATIC PLAY

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Play Indian games from Childcraft, Volume 9.
2. My notebook - Indians
3. Teach "Five Fat Turkeys" from Mockingbird Flight

DAILY LESSON PLAN

UNIT: Indians DATE: November
TODAY'S EMPHASIS: Art
CONCEPTS: Indians used a special form of art to communicate. Their art, dances, games, and songs were symbolic of their culture. Indians had dances for special occasions.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Discuss and show pictures of: Indian art, warpaint, designs, wall paintings, sand paintings. Example: paint T-shirt or a face design. Use berries for paint.
3. Discuss art for communication and demonstrate.
4. Number Activity on 10

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Free play

PRINTING

designs
symbols
drum
warpaint
sandpainting
shaker

MUSIC/LISTENING/READING

Indian listening tape
Musical instruments
"Indian Warrior"
"Rain Song"
"Abi Yo Yo"
Reading:
Bibliography
Big Book - November Crossties
Trolley Book - Squanto

MATH/GAMES/PUZZLES

Design Cubes
Animal Puzzles
Math:
Make hogans with Lincoln logs.
Clocks and Numbers

ART

Make Indian drums out of coffee cans, oatmeal cans, etc. Save for pow wow.

SCIENCE/SOCIAL STUDIES

Provide blank paper and make rug designs.

WOOD WORKING/SAND/WATER

Hammers and nails
Sand: Put the plastic Indians and horses in the sand and mold homes.

DRAMATIC PLAY

Play several Indian games at home. (See next page.)

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Have a POW WOW!!
2. Rain dance, sing songs learned, bells tied to ankles, etc. (drums)
3. Read Squanto

Indians and Thanksgiving

Indian Two Feet and the Wolf Cubs - Friskey
Indian Two Feet and His Horse - Friskey
Granny and the Indians - Peggy Parish
Small Wolf - Nathaniel Benchley
Little Runner of the Longhouse - Betty Barker
The Little Indian Basket Maker - Ann Nolan Clark
The True Book of Indians - Teri Martini
They Put on Masks - Byrd Baylor
Let's Be Indians - Peggy Parish
Red Fox and His Canoe - Nathaniel Benchley
Three Little Indians - Gene S. Stuart
The Story of Sequoya - Bernice Kohn
The Coming of the Pilgrims - E. Brooks Smith
A Holiday Book: Thanksgiving - Lee Wyndham
Pilgrim Thanksgiving - Wilma Pitchford Hayes
A True Book of Holidays - John W. Purcell
The Plymouth Thanksgiving - Leonard Weisgard
Things to Make and Do for Thanksgiving - Linda Bryan Cauley
In My Mother's House - Ann Nolan Clark
Granny, the Baby, and the Big Gray Thing - Peggy Parish
Light in the Forest - F. Richter
The Pilgrims' First Thanksgiving - Ann McGovern

DAILY LESSON PLAN

UNIT: Thanksgiving DATE: November
TODAY'S EMPHASIS: Mayflower - Arrival of Pilgrims
CONCEPTS: Pilgrims left England for religious freedom on the Mayflower.
They arrived at Plymouth Rock to begin a new life.
They became friends with the Indians.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Mayflower (2 1/2 miles per hour, 101 people, called Pilgrims because they sought religious freedom)
3. Ship (furniture, utensils, chickens, goats, hogs, dogs, food)
4. 1/2 of the people died
5. Explain T and Th.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build Mayflower ships out of blocks.

PRINTING

Mayflower Pilgrim
Thanksgiving Indian

MUSIC/LISTENING/READING

Songs:
"Five Fat Turkeys"
"Over the River"
"Gobble, Gobble"
Reading:
Bibliography
Thanksgiving Stories

MATH/GAMES/PUZZLES

Indian Puzzle
Sharing Puzzle
Thanksgiving Puzzle
Math:
Measure turkey beard.
Count 10 Little Indians.
Weigh Corn.

ART

Popsicle, pilgrims, or puppets: Make Mayflower ships out of Ivory soap. Use toothpicks and construction paper for sails. (Outside)

SCIENCE/SOCIAL STUDIES

Draw picture of Mayflower and put up in the room.
Pilgrims (display globe, books, and pictures of)

WOOD WORKING/SAND/WATER

Water: toy ships and boats

DRAMATIC PLAY

Use play boats and dramatize sailing on the Mayflower. (rocking boat)

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Story - Cranberry Thanksgiving
2. Take turns in Pilgrim posters.
3. Teach "Gobble, Gobble"
4. Lessons on turkey: (a) show turkey things and (b) Letter T

Song: "Five Fat Turkeys"

Five fat turkeys are we,
We slept all night in a tree.
We couldn't be found
And that's why we're here you see.

Five fat turkeys are we,
We know you all will agree.
That it certainly pays
On Thanksgiving Days,
To sleep in the tallest tree.

Song: "Over the River"

Over the river and through the woods
To Grandmother's house we go.
The horse knows the way
To carry the sleigh
Through the white and drifted snow.

Over the river and through the woods,
Oh, how the wind does blow.
It stings our toes
And bites our nose
As over the ground we go.

DAILY LESSON PLAN

UNIT: Thanksgiving DATE: November
TODAY'S EMPHASIS: Pilgrims and the First Thanksgiving
CONCEPTS: The Indians showed the Pilgrims how to survive the winter.
The Pilgrims shared their harvest with their Indian friends.
The turkey is a symbol of Thanksgiving.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Discuss the Pilgrims first winter.
3. Discuss the first Thanksgiving with the Indians.
4. Teach song: "Oh, I am a Turkey"
5. Review "Tt" and "Th" sounds.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build early Pilgrim homes
(log cabins).
Use blocks and Lincoln logs.

PRINTING

Indians
Winter
wild
Pilgrims
turkey
tame

MUSIC/LISTENING/READING

Review all Indian and
Thanksgiving songs learned.
Reading:
Bibliography
Trolley Book - Squanto
Big Book - November Crossties

MATH/GAMES/PUZZLES

Indian Puzzle
Sharing Puzzle
Thanksgiving Puzzle
Math:
Measure turkey beards.
Weigh corn.
Count 10 Little Indians

ART

Make apple turkeys. Use baking cups for feathers and raisins, etc, or pine cone turkey. Also, children cut out collars and hats today.

SCIENCE/SOCIAL STUDIES

Make turkeys by tracing hands. Color and cut out.

WOOD WORKING/SAND/WATER

Pretend to plant crops in sand using pecans.

DRAMATIC PLAY

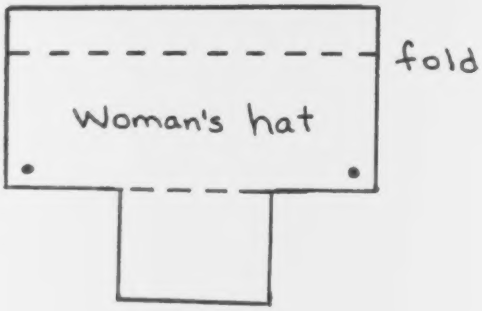
Dramatize hunters and turkeys for Thanksgiving or the first Thanksgiving at table.

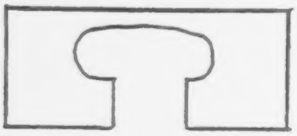
9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

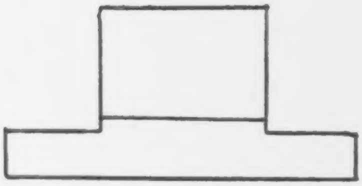
1. Song festival: Review all songs.
2. Re-enact the first Thanksgiving. Children wear their hats and collars. Pretend to be Indians and say what Indians are thankful for. Discuss what we're thankful for.

Song: "Oh, I am a Turkey"

Oh, I am a turkey, I walk sort of jerky.
Around the old school yard, I hobble, gobble,
Here are feathers and this is my beard,
I shake it and say gobble, gobble, gobble.







Man's hat
Put on band.

DAILY LESSON PLAN

UNIT: Thanksgiving DATE: November
TODAY'S EMPHASIS: Food; Family Celebrations
CONCEPTS: Thanksgiving is a day to be thankful.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Discuss various Thanksgiving foods: turkey, dressing, cranberry sauce, rice and gravy, pumpkin pie, corn, fruit, etc.
3. Make cranberry sauce: 2 cups of sugar, 2 cups of water, 4 cups of fresh cranberries; Dissolve sugar in water and heat to boiling; Boil 5 minutes; Add cooked cranberries and cook until skins pop (5 minutes). Serve warm or chilled.
4. Discuss family celebrations.
5. Show pictures of the board.
6. Discuss the smell of Thanksgiving. (Use bulletin board.)

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Continue to build early Pilgrim homes.

MUSIC/LISTENING/READING

Thanksgiving songs on tape:
"Over the River"
Reading:
Thanksgiving Books

ART

Paper plates: Cut out a Thanksgiving meal and paste on a plate.
Decorate a place mat.
Paper plate turkeys:
turkey on one side and Indian face on the other

PRINTING

turkey
corn
cranberry sauce
pumpkin pie

MATH/GAMES/PUZZLES

Food Puzzles
Thanksgiving Puzzle
Indian Puzzle
Horse Puzzle
Sharing Puzzle
Math:
Make cabins from Lincoln logs.

SCIENCE/SOCIAL STUDIES

Compare seeds of Thanksgiving:
fruits - cranberry, pumpkin, grapes, apples

WOOD WORKING/SAND/WATER	DRAMATIC PLAY
Plant crops in the sand. Place shelled corn to be measured.	Dramatize making pies, jelly, and breads. Go hunting for wild game (turkeys)

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Introduce the letter "E." Eat begins with this letter.
2. Pass out nuts as 1 of the foods at the feast.
3. Review all songs.
4. Let each child share what his/her family will do on Thanksgiving.

Song: "Gobble, Gobble"

I´m big and fat and gobble, gobble, gobble.
I spread my tail and gobble, gobble, gobble.
But when Thanksgiving Day is here,
Then it´s your turn to gobble, gobble, gobble.

DAILY LESSON PLAN

UNIT: Transportation DATE: December
TODAY'S EMPHASIS: Early and Modern Land Transportation
CONCEPTS: Early land transportation was slower, rougher, more dangerous, and dirtier than today. Cars, trucks, buses, and trains are useful land vehicles. Certain safety rules must be observed when riding land vehicles.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Discuss how we go to school today.
3. Discuss how Indians and early settlers traveled.
4. Game: "I'm Going on a Trip"
5. Song: "She'll Be Comin' Round the Mountain"
6. Discuss modern transportation and driver's license.
7. Show timeline of land transportation.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Provide trucks, signs, etc.
Make streets out of popsicle sticks or heavy cardboard.

PRINTING - Stamp Kits

horse bicycle
bus car
motorcycle

MUSIC/LISTENING/READING

The Little Train That Could
(book and record)
Song: "The Bus"
Reading:
Bibliography
(List books) A - Zoo

MATH/GAMES/PUZZLES

Cars and Garages (workjobs I)
Cardboard Train Cars
City and Sign Outlay
Magnetic Cars and Trucks
Giant Transportation Puzzle
Math:
Transportation Puzzles
Cut out cars with numbers and arrange in order.

ART

Make train wheels to put on arms. Cut out black circles and glue on white crosses. Staple rubber band to back. Put on wrist.

SCIENCE/SOCIAL STUDIES

Notebooks
Maze sheet
Provide various pictures of transportation vehicles. Place in the correct box. (land, air, water)

WOOD WORKING/SAND/WATER

Horses, small wagons, and cowboys, etc.

DRAMATIC PLAY

Set up chairs as a train. Use paper tickets and dress up. Pack bags. Use dolls as children. Take a trip.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Exercise with the group.
2. Film: Sue and Tim Ride on a Train
3. Introduce the letter "T."

More art ideas:

Make a service station out of heavy cardboard, toilet tissue rolls, and construction paper. Make cars, buses, or trains out of milk cartons.

DAILY LESSON PLAN

UNIT: Transportation DATE: December
TODAY'S EMPHASIS: Early and Modern Water Travel
CONCEPTS: Early means of transportation took longer, were rougher, slower, and more dangerous. (canoe, float, barge, steamboat) Modern water travel includes ocean liners, submarines, ships, motor and fishing boats.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Discuss Indians and pioneers and their use of canoes and flat boats. (Mention Mark Twain and Huck Finn.) Show pictures.
3. Discuss the first steamboat.
4. Discuss modern transportation methods and what makes them move.
5. Sing - "Row, Row, Row Your Boat"
6. Read: If I Sailed a Boat by Miriam Young.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build flat boats and barges.

PRINTING

canoe
barge
water
steamboat
submarine
ship
tugboat
ocean liner
sailboat
freighter

MUSIC/LISTENING/READING

"Row, Row, Row Your Boat"
Record on transportation

MATH/GAMES/PUZZLES

Mosaics
Lacing Cards
Transportation Puzzles
Math:
Water/Land/Air (workjobs activity)
Safety Signs and Town Outlay

ART

Use styrofoam meat trays to make a boat. Use clay to stand up a popsicle sail.

SCIENCE/SOCIAL STUDIES

p. 14, Social Studies:
Match up worker with vehicles.

WOOD WORKING/SAND/WATER

Wood scraps, hammers, and nails. Build boats.
Water: Put plastic boats in water trough.

DRAMATIC PLAY

Use rocking boat and boat upstairs.
Take a water voyage.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Film: On an Ocean Liner With Beth and Jay
2. Play: Clue Game or Guess Who I Am. The teacher gives clues about some job or vehicles associated with transportation. The children guess what it is.

Game: "Charlie Over the Water" (Crossties manual - p.145)

DAILY LESSON PLAN

*Field trip: MSU Flight Research Lab - Mr. Bennett

UNIT: Transportation DATE: December
TODAY'S EMPHASIS: Air Travel and Airport Trip
CONCEPTS: The first airplane flight was in 1903. Air travel is the fastest means of travel.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Discuss hot air balloon.
3. Show a picture of the first airplane.
4. Record: Listen and tell what the transportation sounds are.
5. Discuss modern jets and airplanes.
6. Film: Bob and Amy Take an Airplane Ride
7. Take a pretend trip around the world. Discuss the different ways to go through the different areas.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build airports for planes, etc.
Fisher Price Airplane

PRINTING

helicopter
spaceship
airplane
hot air balloon

MUSIC/LISTENING/READING

Peabody record:
Transportation Sounds

MATH/GAMES/PUZZLES

Alphabet Soup
Transportation Puzzles
Math:
Safety Pin Counting Game
Ice Cream Cones (addition)
Airplanes and Hangers (workjobs)

ART

Pupil Discovery Card 61
(Crossties) - (making
paper airplanes)

SCIENCE/SOCIAL STUDIES

Notebooks: Draw pictures of airplanes, hot air balloons, etc.
Categorize transportation pictures.

WOOD WORKING/SAND/WATER

Put boats in water trough.

DRAMATIC PLAY

Pretend you're going on a hot air balloon ride. Use large box or large basket.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Language Arts - List all the means of transportation studied this week on the board.
2. Write thank-you note to airport personnel.
3. Give a problem situation about transportation. Let children think of solutions.
4. Work on the letter "O." (ocean, over)

Transportation

Big Red Bus - Ethel and Leonard Dessler
ABC of Cars and Trucks - Anne Alexander
Truck Drivers: What Do They Do - Carla Greene
The Little Engine That Could - Watty Piper
I'm No Fool as a Pedestrian - Walt Disney FS
Cars and Trucks and Things That Go - Richard Scarry
Airport in the Jet Age - Encyclopedia Britannica FS
I Want to Be a Ship Captain - Carla Greene
Morning in Maine - Robert McClosky
If I Sailed a Boat - Miriam Young
Ships at Work - Mary Elting
Wilbur and Orville Wright - Stephen Vincent Benet
A Book of Americans - Rosemary and Stephen Benet
All the Wonderful Things That Fly - Encyclopedia Britannica
Our Class Explores the Moon - Coronet
Amelia Earhart: Pioneet of Aviation - Julian May
"Look" - Joy Wilt, pp. 56, 78, 80, 90
Toot Toot Tootles
I Want to Be a Road-Builder - Greene 625.7
Who Built the Highway - Bate 625.7
Little Sailboat - Lenski 797.1
Let's Go Boating - Zarchy 797.1

DAILY LESSON PLAN

UNIT: Christmas Around the World DATE: December
TODAY'S EMPHASIS: Christmas in Germany
CONCEPTS: Kris Kringle brings sticks and gifts. He wears a white robe and a gold crown.
The origin of the Christmas tree and also the first decorations used for the tree were in Germany.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Weather and Flag
2. Above concepts will be discussed.
3. Show as many of the above as possible. (We will open the doors on the advent calendar.) Use Childcraft, Volume 9, p. 294.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Construct Christmas trees

PRINTING

Germany
Kris Kringle
Advent Wreath
Christmas Tree

MUSIC/LISTENING/READING

Christmas album

MATH/GAMES/PUZZLES

Apple Tree Games
Sort Candles -
  (tallest - shortest)
  (thickest - skinniest)
Apple Fraction Puzzles

ART

Cut out paper apples to hang on the tree.
Christmas wreath (paper plate, yarn, macaroni - dyed green and red)
Red and green strips to make chains
Or use toilet paper rolls to make candles.

SCIENCE/SOCIAL STUDIES

Globe: Point out Germany
Nativity Scene
Items from Germany

WOOD WORKING/SAND/WATER

Play with play dough to make cookies, apples, and candles.

DRAMATIC PLAY

Decorate the tree.
Sticks for the bad children
Gift boxes for the good children
Add tree today! Put it in the dramatic play center.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

1. apples - decorate with raisins and marshmallows

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Film: Twelve Days of Christmas
2. Candle light procession of children as German children do. (Use some flashlights.)
3. Teach: "We Wish You a Merry Christmas"

CDK 1979-85

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DAILY LESSON PLAN

UNIT: Christmas Around the World DATE: December
TODAY'S EMPHASIS: Christmas in Mexico
CONCEPTS: Christmas in Mexico begins on December 16. Christmas lasts for nine days. The pinata, puestos, and poinsettias and Christmas customs in Mexico.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Discuss the above concepts.
3. Show pictures of the pinata and also show a real pinata. Show a poinsettia.
4. Allow children to help fill up pinata with candy.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Encourage the children to build the small nuts called puestos.

MUSIC/LISTENING/READING

Christmas Around the World
 - Record

ART

Cut out paper poinsettias. Put on pipe cleaners and tie together. Attach to plastic tomato boxes.
Or draw sombreros. Put on band and wear.

WOOD WORKING/SAND/WATER

Build puestos

PRINTING

Mexico
poinsettia
Magi
puestos
pinata

MATH/GAMES/PUZZLES

Christmas Puzzles
Lincoln Logs (build puestos)
Play Dough (form pinatas)
More Than/Less Than
 - chili beans
Adding Box - use chili beans

SCIENCE/SOCIAL STUDIES

Globe, book by Life on Mexico
Nativity scene
Poinsettia

DRAMATIC PLAY

Encourage the children to pretend they are in Mexico buying and selling their Christmas goods like the children do.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Pinata Party - Children in both groups will try to break the pinata.
2. Read Christmas story if time permits.

DAILY LESSON PLAN

UNIT: Christmas Around the World DATE: December
TODAY'S EMPHASIS: Christmas in Italy
CONCEPTS: La Befana is an old witch who loves children. The good children receive candy and gifts, but the bad children receive pieces of coal.
The Yule Log is lit on Christmas Eve night and burns until the eve of Epiphany.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag. Discuss concepts.
2. Show flag of Italy.
3. Will have a nativity scene on hand that we can talk about.
4. We will read the story The Story of Christmas by Felix Hoffman.
5. Review "Cc."

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build a fireplace and place nativity in front of it. Then burn a yule log.

PRINTING

Italy
Yule Log
La Befana

MUSIC/LISTENING/READING

Christmas Carols Record

MATH/GAMES/PUZZLES

Christmas Puzzles
String styrofoam for tree
Roll newspaper into yule log
Fractions Puzzles (pizza)
Count nuts into tray
Shape nativity scene out of clay

ART

Art with cooked spaghetti (shape and glue into pictures)
Red and green chains - to be used to decorate room or tree

SCIENCE/SOCIAL STUDIES

Nativity scene - rearrange as they like.
Globe - point out the country Italy
Christmas Village
Display of Italian items

WOOD WORKING/SAND/WATER

Homemade playdough
- make cookies

DRAMATIC PLAY

Dramatize an Italian Christmas

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

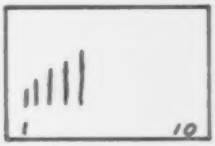
1. Pizza

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Film: Christmas Around the World
2. Act out what La Befana in Italy does.
3. Read: Anno's Italy by Anno.

More Ideas

Use cooked spaghetti to glue into the shape of C.
Glue spaghetti lengths on ditto sheet or construction paper.
(shortest to longest)



C is for Christmas
Candy
Carolers

DAILY LESSON PLAN

UNIT: Christmas Around the World DATE: December
TODAY'S EMPHASIS: Christmas in Holland
CONCEPTS: On December 5, Saint Nicholas and Black Peter visit.
They arrive by boat and ride into town on a white horse.
The Dutch call him Sinter Klass.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar and Count Down till Christmas.
2. Discuss Holland (use globe, books, pictures, shoes, etc.).
3. DIscuss Christmas in Holland.
4. Teach Jingle Bells and use bells out of box.
5. Review "Cc" and explain centers.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Ice skating on the carpet
Use wax paper. Tape the outline of the lake on the carpet. It works best without shoes.

PRINTING

Saint Nicholas Eve
Black Peter
Sinter Klass
Santa Claus
Holland

MUSIC/LISTENING/READING

The Littlest Angel:
book and cassette

MATH/GAMES/PUZZLES

Christmas Puzzles
Counting Nuts
Horse Puzzle
String styrofoam for tree

ART

Boat - out of paper hat
(Put Santa in it.)
Or Paper Gingerbread -
glue yarn on and raisins for eyes

SCIENCE/SOCIAL STUDIES

Globe
Wooden shoes, etc.
Books on Holland

WOOD WORKING/SAND/WATER

Put boats in water.
Pretend Sinter Klass is coming to town.

DRAMATIC PLAY

Dramatize Sinter Klass coming in by boat and riding into town on a white horse. (Use rocking boat and stick horse.)

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Weekly Reader or Language Arts - Have children make up a Christmas feast menu.

DAILY LESSON PLAN

UNIT: Christmas Around the World DATE: December
TODAY'S EMPHASIS: Christmas in England
CONCEPTS: Santa is called Father Christmas, and he visits on Christmas Eve. Carolers wear top hats. Stuffed turkey or goose and plum pudding are all part of an English Christmas.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Discuss England: Use globe, map, and items from England. Show England's flag.
3. Discuss Christmas customs there. (Show paper top hat.)
4. Sing Christmas carols as they do in England.
5. Review "Cc" for carolers.
6. Discuss the Kissing Bough and the Yule Log.
7. Read: Plum Pudding for Christmas by Virginia Kahl.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build a fireplace and pretend to burn the Yule Log.

PRINTING

England
Father Christmas
holly
ivy
plum pudding

MUSIC/LISTENING/READING

Christmas carols record

MATH/GAMES/PUZZLES

Christmas Puzzle
Number top hats and place in order.
Count the nuts
Light Bright

ART

Christmas puppets -
Use popsicle sticks.
(Children use their puppets at the puppet stage.)
Or pine cone bird feeders,
Or black top hats.

SCIENCE/SOCIAL STUDIES

Globe
Books on England
Items from England on display

WOOD WORKING/SAND/WATER

Playdough - make Christmas cookies

DRAMATIC PLAY

Dramatize burning the Yule Log and decorating with holly and ivy.
Let children pretend to be Father Christmas.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Make a paper chain. Count down till Christmas.
2. Draw large Christmas tree on the board.
   Write studied letters on it. Children circle letters as they can recognize them. (Light the tree.)

Other Ideas

Tell about Charles Dickens. Read: Walt Disney's Christmas Carol.
Make Christmas tree ornaments using egg carton sections and pipe cleaners.

DAILY LESSON PLAN

UNIT: American Christmas DATE: December
TODAY'S EMPHASIS: Tree and Decorations
CONCEPTS: The evergreen tree is the Christmas tree.
Christmas in the United States combines many of the best features of other celebrations around the world.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Christmas Chain - count down till Christmas.
3. Discuss the Christmas tree. (Custom originated in Germany, is evergreen, etc.)
4. Name and show twigs from several evergreen trees. (pine, cedar, magnolia, holly) Show written words, seeds of, leaves of, or needles of evergreens.
5. Read a poem, "My Favorite Tree."
6. Read: The Littlest Tree.
7. Teach and dramatize song: "Dance Around the Christmas Tree."

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build trees or a forest out of blocks.

MUSIC/LISTENING/READING

A Charlie Brown Christmas
record and book

ART

Egg carton decorations. Color, glue on sequins, and hang on tree.
Or pine cone trees. Stand pine cone up. Glue on red hots and paper star on top.

PRINTING

tree
string
Germany
balls
decorations

MATH/GAMES/PUZZLES

String styrofoam pieces for tree
Christmas tree size sequence puzzle
Adding box- use candy

SCIENCE/SOCIAL STUDIES

Language Experience Book

WOOD WORKING/SAND/WATER

Wet sand - mold trees.

DRAMATIC PLAY

Pretend to decorate tree at home.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Cook: Rice Crispy Treats. Use green food coloring. Shape into Christmas tree. Decorate with red hots.

Other Ideas

Draw Christmas tree on a mat board. Put glue on tree like tinsel. Sprinkle on glue colored rice or glitter.

Poem: "My Favorite Tree" by Margaret Munsterberg

Of all the many trees there are,
I love one best of all;
On top it has a silver star
Or a bright and shining ball.
It wears a gold and silver wig
Of lovely glittering hair,
And golden lights on every twig,
Like flowers, blossom there.
And apples red and walnuts brown
And a hundred things hang down.
The gayest sight you've ever seen —
Now can you guess what tree I mean?

Song: "Dance Around the Christmas Tree"

Dance around the Christmas Tree
Gay and happy as can be.
Dance around the Christmas Tree
Won't you come and dance with me.

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DAILY LESSON PLAN

UNIT: Christmas DATE: December

TODAY'S EMPHASIS: Christmas Symbols

CONCEPTS: There are many symbols associated with Christmas. Some of these symbols are the wreath, holly, star, angel, mistletoe, stocking, and candle.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag. Explain the meaning of symbol. Show several M symbols. (ex. McDonald, etc.)
2. Discuss Christmas symbols above. Show an example of each and discuss their meaning.
3. Crossties Manual, p. 85 (pantomime)
4. Childcraft, Volume 9, pp. 308-309
5. Crossties Big Book, p. 25, December

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Design Christmas symbols with blocks. (stars, wreaths, stockings)

MUSIC/LISTENING/READING

Christmas records (listening set)
Teach: "Tap, Tap, Tap Go Our Little Hammers"

ART

Glue popsicle stick ornaments and spray paint.
Or make angels out of construction paper.
Or Christmas dough ornaments:
2 c. flour, 1 c. salt water,
Cook 200 until hard)

PRINTING

wreath
candle
star
holly
angel
stocking

MATH/GAMES/PUZZLES

Sort red and green objects.
Design boards - Design Christmas symbols.
Etch-A-Sketch
Memory Game (Christmas symbols)
Light Bright

SCIENCE/SOCIAL STUDIES

Put water in jars at different levels.
Play "Jingle Bells"
Cut Christmas wishes out of magazines.

WOOD WORKING/SAND/WATER

In wet sand mold wreaths and use holly sprigs from outside tree.

DRAMATIC PLAY

Decorate the house for Christmas.
Or Set up Santa's workshop.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Read: *Christmas in Noisy Village* or *Petunia's Christmas*.

Song: "Tap, Tap, Tap"

Tap, tap, tap, go our little hammers.
Ring, ring, ring, go our little bells.
We are Santa's helpers.
Tap a tap a tap a
We are Santa's helpers.
Making Christmas toys.

Song: "Oh, I Took a Lick"

Oh, I took a lick of my peppermint stick,
And I thought it tasted yummy.
Oh, it used to be on my Christmas tree,
But I like it better in my tummy.

DAILY LESSON PLAN

UNIT: Christmas DATE: December
TODAY'S EMPHASIS: Santa
CONCEPTS: Santa Claus brings presents to good boys and girls every year on Christmas Eve.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Language Experience: Write a combined letter to Santa.
3. Poem, p. 25, "K.E.D."
4. Discuss our Santa. Childcraft, Volume 9, pp. 12-13.
5. Review other Santas. (Father Christmas, Pere Noel, Saint Nicholas, Kriss Kringle)
6. Read: "Feliz Navida" - a Trolley Book from Crossties.
7. Teach: "Here Comes Santa Claus"

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build trees or ice skate again.

PRINTING

Santa Reindeer
North Pole

MUSIC/LISTENING/READING

Twas the Night Before Christmas
by Moore, book and record

MATH/GAMES/PUZZLES

Christmas Puzzles
Tree Sequence Game
Memory Christmas Game
Light Bright

ART

Santa face: circle, triangle, and cotton

SCIENCE/SOCIAL STUDIES

Cut pictures of things Santa might bring out of magazines.

WOOD WORKING/SAND/WATER

Santa's Toy Shop
Sand/Water: Wet sand to mold houses, trees, etc.

DRAMATIC PLAY

Pretend to get ready for Santa at home. Provide wrapped boxes, a tree, plastic decorations, etc. Let the children wrap them.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Film: Twas the Night Before Christmas.
2. Teach song: "Up on the House Top"

DAILY LESSON PLAN

UNIT: Christmas DATE: December
TODAY´S EMPHASIS: True Meaning of Christmas
CONCEPTS: We have Christmas every year on December 25, to celebrate the birth of Jesus Christ who was born in Bethlehem.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Tell children the Christmas story. Use the nativity scene to illustrate.
3. Big Book, p. 11, December Crossties
4. Dramatize the Christmas Story.
5. Sing: "Away in the Manger" and "Silent Night" (Use autoharp.)
6. Childcraft, Volume 9, p. 316.
7. Read: Christmas in a Stable.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build stables and mangers, and use rubber horses, sheep, etc.

PRINTING

Jesus Christ
Mary
birth
nativity
Joseph

MUSIC/LISTENING/READING

A Charlie Brown Christmas
by Charles Schultz

MATH/GAMES/PUZZLES

Christmas Puzzles
"Let´s Make Faces"
Tree Sequence Game
Sequence Story Cards
Adding Cards: 2 + 2 = 4
Add candy canes, etc.

ART

On paper, create the nativity scene with hay, sticks, etc. (Make Mary, Joseph, and Jesus)

SCIENCE/SOCIAL STUDIES

Set up cardboard nativity scene on table.

WOOD WORKING/SAND/WATER

Santa´s Workshop
Sand: Put rubber farm animals and a stable.

DRAMATIC PLAY

Dress up in sheets or towels as Mary, Joseph, etc.
Use a doll as Jesus.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Film:
2. Christmas story: Dramatize the first Christmas again.

Christmas

LP	394.2	A	"All I Want for Christmas is My Two Front Teeth"
	394.26	A	"Christmas is a Time of Giving" - Anglund, Joan Walsh
	394.2	B	"The Friendly Beasts" - Baker, Laura Nelson
	582	B	"Christmas Trees and How They Grow" - Blough, Glenno
F	Cat		"The Cat on the Dovefill: A Christmas Tale" - Sir George Webbe Dasent
ES	394.2		"Celebrating Christmas"
SFS	394.26	C	"Christmas Around the World"
	394.26	C	"Christmas" - Cooney, Barbara
	394.2	D	"The Family Christmas Tree Book" - De Paola, Tomie
F	GAC		Claude the Dog: A Christmas Story - Gackenback, Dick
F	JOH		Five Little Foxes and the Snow - Johnston, Tony
	394.2	L	Golden Book of Christmas Tales: Legends From Many Lands
SFS	783.6	L	"The Little Drummer Boy" - Ezra Jack Keats
SFS	394.26	L	"Little Lost Angel"
	394.2	M	"Our Christmas Book" - Moncure, Jane Belk
	811	P	"It´s Christmas" - Prelutsky, Jack
SFS	394.26	Qua	"The Boy Who Waited for Santa Claus" - Quakenbush, Robert
	398.2	R	"Baboushka and the Three Kings"
SFS	394.26	R	"Rudolph the Red-Nosed Reindeer"
SFS	394.26	S	"Silent Night"
SFS	394.268	S	"Snow on Mistletoe, Christmas Around the World"
LP	394.2		"The Littlest Angel" - Tanewell, Charles
SFS	783.6	T	"The Twelve Days of Christmas"
SFS	394.26	T	"Twelve Days of Christmas"
F	ADA		The Christmas Party - Adams, Adrienne
SFS	394.2	L	Littlest Angel
F	CAR		Paul´s Christmas Birthday - Carrick, Carol
F	CHA		Merry Christmas - Harry, Chalmers, Mary
F	CHI		Cobweb Christmas - Climo, Shirley
	398.2	D	The Legend of Old Befana, An Italian Christmas Story - De Paola, Tomie
F	FAR		How the Hibernators Came to Bethlehem - Farker, Norma
F	GOR		Christmas Surprise - Sharon Gordon
F	GRA		Hurry Up, Christmas - Graves, Clay
F	HOB		Arthur´s Christmas Cookies - Hoban, Lillian
F	HOB		Merry Christmas, Henrietta! - Hoff, Syd
F	KER		Mog´s Christmas - Kerr, Judith
F	KRO		Santa´s Crash-Bang Christmas - Kroll, Steven
F	SCH		A Charlie Brown Christmas - Schulz, Charles
F	BAL		Bah! Humbug? - Babian, Lorna

DAILY LESSON PLAN

*Bring paper sacks (one for each child to take home things in)

UNIT: Christmas DATE: December
TODAY'S EMPHASIS: Christmas Party
CONCEPTS: We often celebrate holidays with a party.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Story
2. Songfest (all the songs learned)
3. Decorate butcher paper to use as tablecloths for Christmas party.
4. Christmas film
5. Christmas popcorn ball tree - decorate with red hots, if time.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

PRINTING

MUSIC/LISTENING/READING

MATH/GAMES/PUZZLES

Party: A visit from Santa
(take decorations off tree)

ART

SCIENCE/SOCIAL STUDIES

WOOD WORKING/SAND/WATER

DRAMATIC PLAY

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Play: "Ho, Ho, Ho." Blindfold one child. Teacher points to a child to say, "Ho, Ho, Ho." The blindfolded child guesses who said it.

Food: Cranapple-pineapple drink or a red punch
Sugarless lollipops, raisins, apples, popcorn balls
Peanuts
Cupcakes
Plates
Cups
Napkins

DAILY LESSON PLAN

*Each child may bring to school one toy from home.

UNIT: Weather DATE: January
TODAY'S EMPHASIS: Introduction
CONCEPTS: Winter is the coldest season of the year.
Winter is not the same everywhere.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Show and Tell: Let each child tell about his toy.
2. Teach song: "Yes, Indeed"
3. Give introduction to Weather and Winter Unit.
4. Put up 4 season words. Use pictures to compare.
5. Winter chart (library). Sing "Frosty the Snowman."
6. "W" work. Think of other "W" words.
7. "Ten Little Snowmen" - fingerplay

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build weather station and weather instruments.

MUSIC/LISTENING/READING

The Snowy Day by Keats

ART

Snowman: Draw off snowman. Children glue on Cheerios or popcorn according to number on his hat.

WOOD WORKING/SAND/WATER

Rice: measuring
Pretend the rice is snow.

PRINTING - "Ww" Writing

weather	weatherman
winter	wet
wind	windy

MATH/GAMES/PUZZLES

Snowman Math (Workjobs)
Seasons Puzzles
Weather Words Posters:
Cut up letters to match.

SCIENCE/SOCIAL STUDIES

Fashion Plates (Design winter clothes.)

DRAMATIC PLAY

Weather Station - flannel kit, telephone, weather chart, thermometer, wind gauge

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Number Bingo
2. Winter Story, The Self-Made Snowman, by Fernando Krahn

A Wonderful Winter Surprise

Five little snowflakes, high, high, high,
Started down to earth from a cloud in the sky.
The first little snowflake said,"What fun!"
The second one whispered, "I see the sun!"
The third one said, "Let's all stay together!
  We might melt in warm sunny weather."
The fourth one sighed, "Are we going far?"
And here is the fifth one - a beautiful star!
  (Have a small snowflake cut from their white paper attached to little finger.)

"Five Little Snowmen"

Five little snowmen standing by the gate
The first one said, "It's getting late."
The second one said, "There's something in the air."
The third one said, "Who's there; who's there?"
The fourth one said, "It's old Mr. Sun."
The fifth one said, "Let's run, let's run."

Categorize pictures in seasons.
Winter chart and story.
Explain winter is not the same everywhere.

DAILY LESSON PLAN

UNIT: Weather DATE: January
TODAY'S EMPHASIS: Foods/Clothing
CONCEPTS: We need to eat hot and nutritious foods in winter.
We need to wear warm clothing in the winter.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Discuss winter foods using pictures (hot, nutritious, canned foods).
2. Discuss the importance of clothing. Have a relay game (hat, gloves, scarf). (Show pictures.)
3. Play left/right game and work on telling them apart. Discuss "Zz" and zipping coats.
4. Read Stone Soup and then let everyone bring what they brought to put in soup. Act out the story.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Skate on wax paper here on blue rug.

MUSIC/LISTENING/READING

Stone Soup, book and tape

ART

Make mittens out of wallpaper and tie together.
Talk about right/left.

WOOD WORKING/SAND/WATER

Beans/Measuring - Lay on blanket to absorb noise.

PRINTING - Write in salt tray.

coat
mitten
hat
scarf
glove

MATH/GAMES/PUZZLES

Bacon/Eggs
Mousetrap Math
White clay to mold snowmen
2's

SCIENCE/SOCIAL STUDIES

Various zippers
Pictures of clothing to sort according to seasons.

DRAMATIC PLAY

Weather Station

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

1. Eat Stone Soup.

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. "Hokey Pokey"
2. Tie string on right hands and play "Simon Says."
3. Pledge of Allegiance - practice.
4. Review "Zz." Pass out zip coat awards.

Weather

Weather All Around - Tillie S. Pine, Joseph Levine
Snow is Falling - Franklyn M. Branley
Weather or Not - Wallene T. Dockery
Snowshoe Paws - Margaret S. Hohnson
A Day of Winter - Betty Miles
Clouds, Rain, and Snow - Bertha Morris Parker
What Will the Weather Be? - Jene Barr
Let's Find Out About Winter - Martha and Charles Shapp
The Rain Puddle - Adelaide Holl
The Little Man in Winter - Walburga Attenberger
Why Does it Rain? - Fran Harvey
Rain - Parsons
Snow Time - Schlein
What Causes It? - Jane Belk Moncure
Lightning and Thunder - Herbert S. Zim

Weather and Winter

The Tamten and the Fox - Astrid Lindgren
The Self-Made Snowman - Fernando Koahn
The Snow Baby - Margaret Hilbert
The Little Man in Winter - Walburga Attenberger
Josie and the Snow - Helen E. Buckley
The Winter Cat - Howard Knotts
White Snow, Bright Snow - Alvin Tresselt
Let's Find Out About Weather - David C. Knight
The Snow Book - Eva Know Evans
I Like Winter - Lois Lenski
Deer in the Snow - Miriam Schlein
Questions and Answers About Weather - M. Jean Craig
The Snowy Day - Ezra Jack Keats
Junior Science Book of Rain, Hail, Sleet, and Snow - Nancy Larrick

DAILY LESSON PLAN

UNIT: Weather DATE: January
TODAY'S EMPHASIS: Activities, Animals, Plants
CONCEPTS: People, plants, and animals all do certain things in the winter season to survive.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Pledge of Allegiance
2. Use chart to review what animals do in winter (hibernation, fur, migration, food). Put bird feeder outside the window.
3. Plants (dormant, appears dead, inside are roots, stems, and seeds)
4. Big Book: Discuss winter activities and safety rules. (skiing, hockey, ice skating, toboggan). Sing "Frosty."
5. Show words used this week and group to intitialize sound.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build caves for bears to hibernate in and ponds for fish, frogs, and turtles. (or) Skate here on wax paper.

MUSIC/LISTENING/READING

The Snowy Day by Keats

ART

Make bird feeders out of pine cones, honey, and seeds.
(or) Paper plate weather puppets
(or) Chalk drawing (Dip chalk in water before drawing.)

WOOD WORKING/SAND/WATER

Wet muddy sand. Provide various utensils to work and experiment with.

PRINTING - Write in salt (snow).

hibernation migration
fur evergreen

MATH/GAMES/PUZZLES

Mousetraps Math
Clay to mold snowmen

SCIENCE/SOCIAL STUDIES

Display dormant grass, branch, etc.
Sort pictures according to seasons.

DRAMATIC PLAY

Weather Station

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

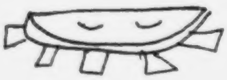
1. Eat soup.

10:30-11:00 2:30-3:00 SECOND GROUP TIME

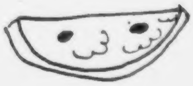
1. Tennis Ball Play (ways to hold it). Use timer and squeeze longest. Right/left, relay, roll in box, roll to jar lid and let ball move lid to wall.
2. Read: "I Hate to Take a Bath" by Judi Barrett
3. Language notebooks: Winter/Weather

Paper Plate Puppets

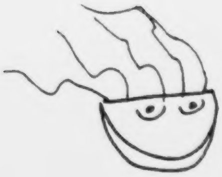
Mr. Sunshine



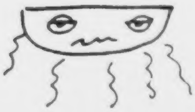
Mr. Snow or Cloud



Mr. Wind



Ms. Rain



DAILY LESSON PLAN

*Crossties Big Book - January
**CC - Childcraft Cotton Charts

UNIT: Weather DATE: January
TODAY'S EMPHASIS: Meteorologists and Weather Instruments
CONCEPTS: A meteorologist studies the weather and uses many instruments to measure the weather.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Last name cards, Calendar, "Yes, Indeed"
2. CC4, p. 336. Discuss meteorologist (forecast, study, report on TV, almanac, make records, keep charts)
3. Read Dan the Weatherman to explain what he uses and why.
4. Show weather instrument posters.
5. Explain the weather station.
6. Review "W" and the w of items.
7. Pretend to be the mercury in the thermometer. Go up and down according to picture I show.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build weather station and instruments.

MUSIC/LISTENING/READING

The Snowy Day by Keats

ART

Provide cotton. Let children make snow pictures. Use cotton or styrofoam pieces.
Also, write a number on paper. Children draw winter picture and must put that many pieces of snow falling down.

PRINTING - Ww

weather winter
wet wind

MATH/GAMES/PUZZLES

Make gloves out of wallpaper to match.
Snowman Match (Workjobs)
Seasons Puzzles
Weather Words Poster
(Cut up letters and match)

SCIENCE/SOCIAL STUDIES

Wind Vane (pencil and straw)
Rain Gauge (can and ruler)
Wind Gauge - anemometer
(p. 162 cc)

WOOD WORKING/SAND/WATER

Wet sand to mold snowmen, etc.

DRAMATIC PLAY

Weather Station

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Read "Snow" by Bell.
2. Look at ABC chart and decide which ones we've studied and then review.

Ten Little Snowmen (Ten Little Indians)

One little, two little, three little snowmen,
Four little, five little, six little snowmen,
Seven little, eight little, nine little snowmen,
One cold winter day.
Ten little snowmen jumpity-jumpity (Repeat 3 times)
One cold winter day.
   (hoppity-hoppin, skippity-skippin)
Ten little snowmen started to melt,
Ten little snowmen cried out "Help,"
Ten little snowmen dripping and dropping,
Drip, drip, dropped away.

DAILY LESSON PLAN

UNIT: Health Friends DATE: January
TODAY'S EMPHASIS: Doctor
CONCEPTS: Doctors are our friends. They help people stay healthy by caring for them when they are sick.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar and last name cards.
2. Discuss a doctor (his education, job, hours, diagnosis, treatment, and prevention).
3. Discuss the importance of regular check-ups.
4. Discuss pharmacist.
5. Introduce names of other kinds of doctors (specialists - surgeon, dermatologist, pediatrician).
6. Read Trolley Book, Elizabeth Blackwell or I Want To Be A Doctor by Carla Greene.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build hospital. Use nurse and doctor statues, blocks, ambulance trucks, cardboard streets, etc.

PRINTING

doctor
medicine
hospital
sick

MUSIC/LISTENING/READING

Hap Palmer - Health and Safety Record

MATH/GAMES/PUZZLES

Health Friend Puzzles
Nutrition Card Game
Brushing Teeth and Hair Puzzles
Bacon and Eggs
Go Together Bottles
D Fun Sheet

ART

Make stethoscope - Use yarn and spool of thread.

SCIENCE/SOCIAL STUDIES

Human Body Charts
Drill and Fill
Models of eye, teeth, etc.

WOOD WORKING/SAND/WATER

Use water trough for doctors and nurses to scrub in before seeing next patients.

DRAMATIC PLAY

Set up a hospital. Cover woodworking table with white jackets, Fisher Price Doctor Kits, bandages, crutches, ice bags, sling, etc.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Discuss rest.
2. View ETV, Ripples, "Overnight at the Hospital"
3. Read: Rip Van Winkle.
   Sing: "Are You Sleeping?"
   Read: Madeline.

Health Helpers

Doctors and Nurses - What Do They Do? - Carla Greene
I Want To Be a Doctor - Carla Greene
My Dentist - Harlow Rockwell
Peter Gets the Chickenpox - Marguerite Rush Lerner
I Want To Be a Nurse - Carla Greene
Doctor Shawn - Petranella Breinberg
What Happens When You Go to the Hospital - Arthur Shay
About Miss Sue, the Nurse - F. B. Thompson
About Dr. John - Frances Thompson
Doctor Tools - Marquerite Rush Lerner
I Know a Dentist - Naomi Barnett
Emergency Ambulance - Paul Ditzel
Dr. Dick - Dorthy Kunhardt
My Doctor - Harlow Rockwell
Danny Goes to the Hospital - James A. Collier
Jill's Checkup - Ruth Jubelier
I Hate to Take a Bath - Judi Barrett
*Madeline - book or filmstrip
Sleeping Beauty - book or filmstrip
Rip Van Winkle - book or filmstrip

DAILY LESSON PLAN

UNIT: Health Friends DATE: January
TODAY'S EMPHASIS: Nurse, School Nurse
CONCEPTS: Nurses help the doctors and help us stay healthy.
Each person has the responsibility to care for his/her own health.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Discuss the role of a nurse (education and her job).
2. Ask a resource parent to talk to the children about her job as a nurse. (How she helps the doctor and demonstrate use of medical instruments.)
3. Use the Clyde chart to discuss care of cuts, bruises, insect bites, etc.
4. Write a chart of health habits (exercise, bathing, washing hair, resting, etc.).
5. Poem, p. 107, Crossties.
6. Hap Palmer Health Record
7. Read: I Hate to Take a Bath

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build a hospital and use nurse and doctor statues, ambulance trucks, traffic signs, cardboard streets, etc.

PRINTING

nurse
helper
exercise
friend
exercise
health

MUSIC/LISTENING/READING

Teach: "Five Little Monkeys Jumping on the Bed," "I Wish I Was a Little Slice of Orange," and "Piece of Soap"
Mockingbird Flight:
Miss Polly Had a Dolly, p. 11 and Are You Sleeping, p. 14

MATH/GAMES/PUZZLES

Health Friend Puzzles
Alphabet Soup
Nutrition Game
Interlocking Cubes
Octons

ART

Make nurse caps. Use white paper in hall. Use paper clips to clip on.

SCIENCE/SOCIAL STUDIES

Model of teeth, body
Health chart
Thermometers - oral and forehead kinds

WOOD WORKING/SAND/WATER

Open water for doctors to wash up in before seeing the next patient. Discuss importance of cleansing.

DRAMATIC PLAY

Doctor's office: Bandages, Charts, Scales, Prizes, White Shirts, and Fisher Price Medical Bag

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Teach songs listed from *Mockingbird Flight*.
2. Weekly Readers or Language Experience Books
3. ETV, *Ripples*, "Checkup"

Use brushing hair or teeth puzzles.

Play games - What's Missing?
Shuffle and Seek
Sequence
Tell a Story

Discuss - before, after, between, 1st, 2nd, etc.

DAILY LESSON PLAN

UNIT: Health Friends DATE: January
TODAY'S EMPHASIS: Dentist
CONCEPTS: The dentist helps us to keep our teeth healthy. Brushing, flossing, and eating the proper foods help us care for our teeth.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar and last name cards.
2. Discuss the dentist (his education, job, etc.)
3. Review Junior Auxillary Charts and use Childcraft, Volume 14, pp. 164, 165, 176-179. Discuss growth of teeth and caring for them, proper brushing and flossing techniques. Show teeth and gum figures.
4. View filmstrip: "Caring For My Teeth"
5. Read: I Want To Be a Dentist
6. Count baby teeth and compare to number of permanent teeth.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build doctor and dentist offices.
Construct a mouth full of teeth.
Put game here of rhyming bingo.

PRINTING

teeth
dentist
cavity
tooth
floss
filling

MUSIC/LISTENING/READING

Hap Palmer: Health Record
- "Brush Away"
"This is the Way We Brush Our Teeth"

MATH/GAMES/PUZZLES

Pegs and Boards
Mosaics
Money jars and pennies (Discuss tooth fairy)
Small and large game
Soft and hard game

ART

Spatter prints: Use toothbrush and dip in paint. Rub it with stick to spatter paint around a tooth pattern.
(or) Toothpick art

SCIENCE/SOCIAL STUDIES

Display models of teeth.
Childcraft, Volume 14
Toothbrushes
Floss
Dental charts

WOOD WORKING/SAND/WATER

Draw teeth in the sand.
(or) Use water trough for
doctors to scrub in.

DRAMATIC PLAY

Doctor´s Office
(or) Drill and fill

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Filmstrip: "Teeth"
2. ETV, *Most Important Person*, "Take Care of Your Teeth" or *Ripples*, "Going to the Hospital."
3. Use record: "Brush Away." Review concepts learned in first group.
4. Play the game "Who´s Missing?"
5. Give out brushing charts.

Game: Who Has Gone From the Room?

Sit in circle. Appoint an *it*! It closes his eyes.
Teacher points to one person to leave the room.
It then tries to guess who is missing.

DAILY LESSON PLAN

UNIT: Health Friends DATE: January
TODAY'S EMPHASIS: Eye Doctor-Optometrist
CONCEPTS: Eyes are a very important part of one's body. We use them to see. The optometrist helps us to take care of our eyes.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Introduce language of eye movements, such as: open, shut, blink, wink, etc.
2. Calendar and Weather
3. Show eye chart. Use mirrors to let children look at their eyes and surrounding parts. Compare color and size.
4. Pretend to be blind and talk about how hard it would be. Tie in how important it is to take care of our eyes.
5. Discuss optometrist and his job and education.
6. Discuss and show pictures of eye parts.
7. Discuss glasses (Show samples and discuss use.)
8. Review Maga Lena.
   Childcraft, Volume 14, pp. 103, 20, 76, 78, 174, 20, 22.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Creative play or bingo

PRINTING

eyes
lid
eyebrow
eyelash
pupil
iris
wink
blink
shut
open

MUSIC/LISTENING/READING

"Maga Lena"
Health and Safety Record
  - Hap Palmer
"Baby Grace"

MATH/GAMES/PUZZLES

Making Faces
Lacing Cards
ABC Lotto
Tinker Toys
Picture Dominoes

ART

Make Maga Lena pictures adding parts talked about in song. (or) Draw a paper face with four slits. Insert paper with different eye patterns in it. Cut eyes out of magazines. (or) Make paper glasses.

SCIENCE/SOCIAL STUDIES

Look, pp. 36-44, 82
Eye Model
Body Model
Charts on eyes

WOOD WORKING/SAND/WATER

Creative work in woodworking.
Measuring containers in water
Sand toys

DRAMATIC PLAY

Optometrist Office:
Use eye chart. Let children be the optometrist and assistant and check each other´s eyes.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. ETV, All About You, "Talk, Talk, Talk"
2. Filmstrip: "Health Friends"
3. Read: Sleeping Beauty (record and book)
4. Play: I Saw (listed below)

Game: I Saw

Sit in a circle. It in center.
It says, "On my way to school this morning,
I saw _____."
He imitates it. Others guess.
The guesser can be it.

Chicken Pox Song: "Baby Grace" from Instructor Magazine

"Waa, waa, waa," cried baby Grace.
"I´ve got chicken pox on my face.
In my hair and every place.
Waa, waa, waa," cried baby Grace.

"Oh, poor baby!" Mommy said.
"Come to me and rest your head.
Soon you will be out of bed.
Oh, poor baby!" Mommy said.

DAILY LESSON PLAN

UNIT: Health Friends DATE: January
TODAY'S EMPHASIS: Health Friends
CONCEPTS:

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Take a field trip to a local doctor's office or hospital.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

MUSIC/LISTENING/READING

ART

WOOD WORKING/SAND/WATER

PRINTING

MATH/GAMES/PUZZLES

SCIENCE/SOCIAL STUDIES

DRAMATIC PLAY

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Language Experience Book: Write a thank-you letter to those who allowed the visit.

DAILY LESSON PLAN

UNIT: Senses DATE: January
TODAY'S EMPHASIS: Taste
CONCEPTS: When you eat something, you use the sense of taste. Inside the bumps on your tongue are nerves that send messages to our brain which tell us about the taste.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar and "What is the Day" song.
2. Read: My Favorite Thing to Taste
3. Explain how the tongue works.
4. Taste may affect our behavior (lemon).
5. Same items may not always taste the same (gum).
6. Different items may have the same taste.
7. Items that look the same do not always taste the same. (Make pudding.)
8. Taste can be changed.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Free play

MUSIC/LISTENING/READING

Three Blind Mice
cassette and book

ART

Fingerpaint with lemon pudding and coconut pudding.
(or) Fingerpaint with whipped cream.
Food collage: Macaroni, raisins, cereals, marshmallows, etc.

WOOD WORKING/SAND/WATER

PRINTING

taste
tongue
sweet
bitter
salty
lemon
sour

MATH/GAMES/PUZZLES

Making Faces
Rubber Band Boards
Geogellos

SCIENCE/SOCIAL STUDIES

Cut pictures of the five senses out of magazines.
Cut pictures of different tastes (sweet, sour, salty, bitter) out of magazines.

DRAMATIC PLAY

Detective Agency

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

1. Testing Table

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. ETV, All About You, "Listen, Look, and Learn"

Song: "What is the Day?"

What is the day, the day is Friday.
Friday the 5th day, the 5th day of the week.
What is tomorrow, tomorrow is Saturday. etc.

DAILY LESSON PLAN

*Your Nose Knows, Follow Your Nose, Go to the lunch room and guess what's for lunch.

UNIT: Senses DATE: January
TODAY'S EMPHASIS: Smell
CONCEPTS: The nose is used for the sense of smell.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar
2. Have you ever heard "Follow Your Nose"?
3. Smoke (take action)
4. Food (makes us hungry - tell us what's cooking)
5. Medicine (someone is sick)
6. Unfamiliar smells (curious)
7. Undesirable smell (think)
8. Same items may smell different (perfume, people)
9. Items look the same but smell different (jello).
10. Different items may smell the same (lemon soap, lemon air freshner).
11. Not everything smells.
12. Smell can be changed. (popcorn)
13. Smelling game - Blindfold children and have them guess what they are smelling.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Free play

PRINTING

smell sense
nose

MUSIC/LISTENING/READING

Three Blind Mice
book and cassette

MATH/GAMES/PUZZLES

Making Faces
Rubber Band Boards
Geogellos

ART

Shaving Cream Art
- Fingerpaint with shaving cream.

(or) Jello Smell Art
- Draw design with glue. Sprinkle with jello. Shake off excess and smell.

(or) Lipstick Art (smell it)

SCIENCE/SOCIAL STUDIES

Smell Table:
Room freshner - joy, pine sol, windex, amonia
Food smells - flavorings, apple, onion, orange, lemon
Body smells - perfume, shaving cream, bubble bath, hair spray, toothpaste

WOOD WORKING/SAND/WATER

Put bubble bath in water. Discuss smell.

DRAMATIC PLAY

Detective Agency

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

1. Guess what's being cooked for lunch.

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Read: My Favorite Thing to Smell and other senses books.

"Wiggles"

I wiggle my fingers, I wiggle my toes.
I wiggle my shoulders, I wiggle my nose,
No more wiggles are left in me,
So I'll be as still as can be.

"Clap, clap, clap"

Clap, clap, clap! One, two, three.
Who will clap his hands with me?

Clap, clap, clap! Clap, clap, clap!
Fold your hands upon your lap!

Roll, roll, roll. One, two, three.
Who will roll his hands with me?

Roll, roll, roll. Round and round.
Roll your hands without a sound!

Shake, shake, shake! One, two, three.
Who will shake his hands with me?

Shake, shake, shake with all your might.
Shake your left, then shake your right!

Clap, clap, clap! One, two, three.
Who will clap his hands with me?

Clap, clap, clap! Clap, clap, clap!
Fold your hands upon your lap!

DAILY LESSON PLAN

*Remove film projector from room.

UNIT: Senses DATE: January
TODAY'S EMPHASIS: Sight
CONCEPTS: Our eyes are used for the sense of sight. We must take special care of our eyes.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Review the detective and describe mystery of the day.
3. Read "Five Senses" poem.
4. Use Childcraft, Volume 14, to discuss the sense of sight.
5. Show eye charts, magnifying glass, glasses, etc.
6. Tray of objects - Play game of removing one object at a time and children guess what's missing.
7. Read: My Favorite Thing to See.
8. ETV, All About You, #15, "Listen, Look, and Learn"

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Free play

PRINTING

sight eye
see

MUSIC/LISTENING/READING

Three Blind Mice
cassette and book

MATH/GAMES/PUZZLES

What's Missing Lotto
Hidden Picture Page
Dominoes
Light Bright

ART

Use cardboard from local frame shop. Draw picture of something they love to see. Then glue sticks around it to frame it. Use paint, too.

SCIENCE/SOCIAL STUDIES

Examine old glasses and eye charts.

WOOD WORKING/SAND/WATER

DRAMATIC PLAY

Detective Agency

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Description Game: Sit in a circle with it in the center. Teacher describes a child. It tries to guess who the child is.
2. Play: Who´s Missing, Tray of Objects, Describe Picture to Blindfolded Child.

"My Eyes Can See"

My eyes can see.
My mouth can talk.
My ears can hear.
My feet can walk.
My nose can smell.
My teeth can bite.
My lids can flutter.
My hand can write.
But when the sandman comes at night
  and scatters sand
  Turn out the light
I´ll say, "Good night" to you and you.
  Each part of me says "Good night" too.

"Two Little Eyes"

Two little eyes that open and close.
Two little ears and one little nose.
Two little cheeks and one little chin.
Two little lips with the teeth closed in.

DAILY LESSON PLAN

UNIT: Senses DATE: January
TODAY'S EMPHASIS: Hearing
CONCEPTS: Our ears are used for the sense of hearing. Our ears need special care. Hearing certain sounds gives us messages. Sometimes our ears need help. Our balance is determined inside our ears.
Childcraft, Volume 14, pp. 80-85, 208-209, 210.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Go on a listening walk. Come back and write up sounds.
3. Use Childcraft to discuss how the ear works.
4. Play and determine what the sounds are. Use Ear Training record from Peabody.
5. Discuss ears and their use. (animals - rabbits)
6. Filmstrip: Hearing or ETV - All About You
7. Read: A Button in Her Ear.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Knock, drop, rub blocks.
Listen to different sounds
they make.

PRINTING

ears
sounds
hearing

MUSIC/LISTENING/READING

Ear Training for Middle Grades
- side 1, from Peabody Kit
(City Sounds, Farm Sounds,
Sound Identity)
Reading: Bibliography

MATH/GAMES/PUZZLES

Colorama
Rhyming Bingo
Puzzles
Math:
Match Sound Cans
(Workjobs 110-111)
Match Sound Alike Jars
(Workjobs 110-111)

ART

Make wind chimes on coat handers. Use nails, shells, and tin cans. *Let each child decorate a coke can. At home, put something in it. Later on, in group time, let other children guess what each person's sound is.

SCIENCE/SOCIAL STUDIES

Experiment with water in jars at different levels.
Experiment with tuning forks.

WOOD WORKING/SAND/WATER

Listen to sounds of a saw, hammering, screwing, etc.
Sand: Listen to sounds of sifting sand, etc.
Sand toys

DRAMATIC PLAY

Make home sounds such as sweeping, cooking, putting away dishes, bathing, etc.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

1. Listen and hear.

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Game: Guess Who Made the Sound
2. Game: Simon Says
3. Tones (Autoharp) - Sit on low note, and stand on high note.

*Tell children to bring a sound can tomorrow.

DAILY LESSON PLAN

*ETV: Like You, Like Me, "See What I Feel"

UNIT: Senses DATE: January
TODAY'S EMPHASIS: Touch
CONCEPTS: When we feel things, it is the sense of touch!
The nerves in our skin allow us to feel.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar. Discuss the new year.
2. Introduce the word detective. Talk about how he does his work.
3. Read: The Cookie Snatcher and discuss what senses were used in the book.
4. Set up the Overstreet Detective Agency. Give the children a mystery to solve each day. (Describe an object in the box. At second group, let them touch and guess it.)
5. Read poem, "Five Senses" and use Childcraft, Volume 14, pp. 90-91, to explain how we feel when we touch.
6. Sing "Touch Your Head."
7. Blindfold and touch sandpaper letters and numbers.
8. Draw on someone's back and have them guess what you drew by feeling.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Feel the blocks.
Guess what shape it is, etc.

PRINTING

touch
hot
soft
feel
cold
rough

MUSIC/LISTENING/READING

Records:
Getting to Know Myself
- "Touch"
The Feel of Music
- "Touch the World"

MATH/GAMES/PUZZLES

Math Rugs (Workjobs)
Puzzles
*Touch Board - Blindfolds
Play Dough
*Feely Board - Homemade
Counting Objects Blindfolded

ART

Collages of different textures:
Use wallpaper samples.
Rubbings

SCIENCE/SOCIAL STUDIES

Box of Objects
Sock Boxes
Sandpaper Letters and Numbers
*Touch Charts
*Rough/Smooth Game

WOOD WORKING/SAND/WATER

Feel the sand and write in it or draw in it. Have some of each (wet, muddy, dry, coarse)

DRAMATIC PLAY

Detective Agency (Be creative in setting up this center!)

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Blindfold a child. Touch a person and guess who it is.
2. Discuss Braille and show sample.
3. Read Kipling's How the Rhinocerous Got His Skin
4. Feeling Bag
5. Read: My Favorite Thing to Touch

Poem: Five Senses

Our ears tell us when folks are cheering.
  We call this sense, the sense of hearing. (Cup hands to ears.)

To use this sense, both day and night,
  We need our eyes; this sense is sight. (Pretend to read book.)

To use this sense, as you can tell,
  I need my nose; this sense is smell. (Smell flowers.)

When eating food in no great haste,
  We use this sense and call it taste. (Lick lollipop.)

We use our hands to feel and clutch,
  And call this one the sense of touch.

Now you've named the senses; there are only five,
  Hearing, Smell, Sight, Taste, Touch.

Songs - Come On and Join in the Fun

Senses

"Complete version of Three Blind Mice" - Ivimey SFS
Follow Your Nose - Showers
Look How Your Eyes See - Marcel J. Sislowitz
My Five Senses - Aliki
What is Your Favorite Thing to Touch? - Myra Tomback
What is Your Favorite Thing to Hear? - Myra Gibson
Find Out By Touching - Paul Showers
In the Night - Paul Showers
Mr. Wonderful - Barbara Keddler
Look at Your Eyes - Showers
Your Wonderful Body - Robert J. P. Folatt
SFS - "Talking Without Words"
SFS´s - "My Senses and Me" - see, hear, feel, smell
SFS - "Learning About Health" - teeth, nose, eyes, ears
Guess What? - Kit with tapes, filmstrips, records - by Dimension Films
The Eye Book - Theo LeSieg
Keep Your Eyes Open - Michael Folsom
Your Body and You - Alice Henshaw
The Looking Book - P. K. Halliman
Use Your Brain - Paul Showers
Whose Eye Am I? - Ella and Crosly Bansall

Trolley Books (from the Crossties Kit)

1. All Eyes
2. My Nose Knows
3. All Ears
4. Toco Toucan´s Touch Book
5. The Yummy in My Tummy Book

DAILY LESSON PLAN

UNIT: Photography DATE: January
TODAY'S EMPHASIS: Introduction to Photography and Parts of the Camera
CONCEPTS: Photography is making a picture on paper by using a machine called a camera. There are different parts to the camera. A photographer is a person who takes pictures.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar
2. Introduce children to photography and discuss the bulletin board of pictures that a camera took.
3. Show children wooden camera, film, negatives, etc.
4. Discuss parts of cameras using posters and a camera.
5. Using a projector, explain focus and *out* of focus.
6. Read: *Simple Pictures Are Best*

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Put out 2 roller boards and rollers.

MUSIC/LISTENING/READING

Fun record - earphones
Reading:
Bibliography
Teacher supervised:
Let the children look through color advertising books, etc. on the rug.

ART

Milk carton cameras.
Gather from lunchroom.
Cover with black paper and add parts from scraps.
Put hand drawn pictures inside to be the negatives.

PRINTING - Typewriters

photography
light
pictures
lens
body
shutter
camera

MATH/GAMES/PUZZLES

Camera puzzles (match)
- place correct parts on cameras
Math:
Snap Shots - Workjobs II
Estimating jars and beads

SCIENCE/SOCIAL STUDIES

Photography display on table of black and white pictures, color pictures, film, negatives, slides, scrap books, photography magazines

WOOD WORKING/SAND/WATER

Bolts, screws, etc.

DRAMATIC PLAY

Take candid shots of children in room using instamatics. (Display in room.) Set up a photography studio and dark room. Use cut up comics for pretend negatives.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Film: "Hansel and Gretel"
2. Discuss things that come in pairs and make a list.

DAILY LESSON PLAN

UNIT: Photography DATE: January
TODAY'S EMPHASIS: How to Take Pictures
CONCEPTS: There are certain steps to go through before taking a picture. A camera must have film in it before it can "take a picture." Sometimes a flash is needed, also.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar
2. Show how to load a camera with film and put a flashcube on.
3. Show how to hold and focus a camera. Review parts of the camera.
4. Discuss lighting and the need for a flash.
5. Discuss removal of film from camera and exposure to light.
6. Use pictures to discuss this phrase: "A picture is worth a thousand words."

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Make alphabet letters out of blocks. (teacher supervised)

MUSIC/LISTENING/READING

Read and follow along stories with record.
Reading:
Photography picture books and magazines on rug

ART

Give each child an envelope or make one. Have them draw or color a picture for a friend. (Grab bag later for a picture)

WOOD WORKING/SAND/WATER

Bolts, screws, etc.
Water: Paddle toys

PRINTING - Typewriters

flash pictures
snapshots cameras

MATH/GAMES/PUZZLES

Camera Puzzles
Play Dough - form cameras from clay
Math:
"Snap Shots" - Workjobs II
Button sorting

SCIENCE/SOCIAL STUDIES

Photo display on table

DRAMATIC PLAY

Provide cameras and pretend to take pictures of friends.
Set up a photography studio and dark room.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Story
2. Work on opposites (Crossties). Use opposite cards.

DAILY LESSON PLAN

UNIT: Photography DATE: January
TODAY'S EMPHASIS: Developing and Taking Care of Pictures
CONCEPTS: There are several steps we must go through in "developing" pictures. We develop pictures by using special solutions called developer, stop bath, and fix. We must learn to take care of our pictures if we want to keep them for a long time.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar
2. Show rolls of film and a filmstrip roll in light.
3. Go through process of developing film using labeled solutions.
4. Discuss sending film off to be processed, etc.
5. Discuss the care of pictures (storing in albums, not touching to avoid fingerprints, bending, etc.)

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Free play

MUSIC/LISTENING/READING

Musical instruments
- One child can be the music teacher and lead the songs.

Reading:
Photography magazines, books, picture albums for display

ART

Create a filmstrip from comic strips. Cut out and glue on a long strip of paper to represent negatives or film.

PRINTING

solutions
stop bath
film
developer
fix
negative

MATH/GAMES/PUZZLES

Sesame Street Puzzles
Look Alikes - houses and dolls
Put snap shots and cameras in order from smallest to largest.
Group pictures according to black and white and colored.

SCIENCE/SOCIAL STUDIES

View master sets and play cameras

WOOD WORKING/SAND/WATER

Salt boxes to write names with fingers.

DRAMATIC PLAY

Dark Room: Put up a clothesline and use magazine pictures to dip in food colored water in solutions labeled "developer," "stop bath," and "fix." Hang to dry.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Show children slide show of Overstreet Kindergarten program or any slides available.

DAILY LESSON PLAN

UNIT: Photography DATE: January
TODAY'S EMPHASIS: Types of Pictures
CONCEPTS: Some types of pictures are portraits, landscapes, silhouettes, and close-ups.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Show pictures from magazines and books. (Make bulletin board of different types of pictures.) (see concepts)
2. Discuss silhouettes and review shadows.
3. Discuss differences in types of photographers.
4. Story and review.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Using overhead projector, make silhouette pictures of children. Cut and glue on white paper.

MUSIC/LISTENING/READING

Cassette and listening set
Sesame Street Record
Reading:
Photography magazines and books, picture albums, etc.

ART

Cut different types of pictures from photography magazines. Make an album.

WOOD WORKING/SAND/WATER

Set up initial consonant boxes and objects.
Salt boxes to write ABC letters and names.

PRINTING - Typewriters

landscape portrait
silhouette pictures

MATH/GAMES/PUZZLES

Shadow Board
2 Card Games:
Laurel and Hardy
Go Fishing

SCIENCE/SOCIAL STUDIES

Viewmasters and play cameras on table

DRAMATIC PLAY

Set up dark room for developing pictures in solutions.
Hang on clothesline.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Action Record
2. Language Experience Notebooks: Draw something they've learned this week.

770.2 F	Photography	Freeman, Mae
F Hob	Look Again!	Hoban, Tana
770 F	Photography	Freeman, Tony
770.2 H	The First Book of Photography	Hoke, John
770 P	Photographing America	Kodak Company
F Man	The Perfect Christmas Picture	Manushkin, Fran
779 B	Year After Year	Binzen, Bill
F Wil	Simple Pictures Are Best	Willard, Nancy

DAILY LESSON PLAN

UNIT: Photography DATE: January
TODAY'S EMPHASIS: Trips
CONCEPTS: Field trip to MSU photo lab and Bost Extension Building Media Center

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar
2. Discuss field trip with children. Discuss what will be observed and behavior expected.
3. Leave for field trip.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Using overhead projector, make silhouette pictures of children. Cut and glue on white paper.

MUSIC/LISTENING/READING

Cassette and listening set
Sesame Street record
Reading:
Photography magazines and books, picture albums, etc.

ART

Cut different types of pictures from photography magazines. Make an album.

WOOD WORKING/SAND/WATER

Set up initial consonant boxes and objects.
Salt boxes to write ABC letters and names.

PRINTING

landscape portrait
silhouette pictures

MATH/GAMES/PUZZLES

Shadow Board
2 Card Games:
Laurel and Hardy
Go Fishing

SCIENCE/SOCIAL STUDIES

Viewmasters and play cameras on the table

DRAMATIC PLAY

Set up dark room for developing pictures in solutions.
Hang on clothesline.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Write thank-you notes to those who allowed us to visit.
2. Draw pictures and/or murals of trip.

DAILY LESSON PLAN

UNIT: Groundhog Day DATE: February
TODAY'S EMPHASIS: Groundhog Day
CONCEPTS: Groundhog Day is an old custom. On February 2, the groundhog awakens from his winter nap. If he sees his shadow, that indicates 6 more weeks of winter. If he doesn't see his shadow, that indicates spring is coming soon.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Show pictures of groundhog. Discuss what he eats (alfalfa, clover), how he lives, and where he lives (burrow).
2. Talk about shadow. Use projector to show shadows. Explain the custom.
3. Game: Pin the shadow on the groundhog.
4. Make shadows with heads or hands.
5. Show poster of spring and winter pictures and compare.
6. Puppet play: "Day of the Contest" by Crockett Johnson.
7. Read: Gertie the Groundhog by Joyce Holland.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Make tunnels and burrows out of blocks.

MUSIC/LISTENING/READING

Record: Gertie the Groundhog for listening

PRINTING

hibernate
winter
groundhog
spring
burrow
shadow

MATH/GAMES/PUZZLES

Puzzles of all hibernating animals
Have puzzle with animals and make black shadows to cover animals.
Me and My Shadow Game
- (match shadow to Sesame Street characters)
Light Bright

ART

Draw burrow, groundhog, shadow, etc.
Spread glue over ground area. Sprinkle on sand.
Shake off extra.

SCIENCE/SOCIAL STUDIES

Language Experience Book:
Draw picture of groundhogs in ground, coming out, etc.
Hang sheet and let children make shadows using film projector or flashlight or overhead projector.

WOOD WORKING/SAND/WATER

Wet sand: Dig burrows in sand.

DRAMATIC PLAY

Puppet Play: groundhog puppets and stage

9:30-10:00 1:30-2:00 OUTSIDE PLAY

1. Make shadows. Try to step on own shadow and other´s shadow. Try to outrun shadow. Make shadow tall, short, etc.

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Do play for special education class and L.D. children.
2. Teach poem "If a Woodchuck Could Chuck Wood."
3. Read: Will Spring Be Early or Late by Crockett Johnson

Poem: "If a Woodchuck Could Chuck Wood"

How much wood would a woodchuck chuck
If a woodchuck could chuck wood.
It´s a funny song I sing
But it doesn´t mean a thing
But ... how much wood could a woodchuck chuck
If a woodchuck could chuck wood.

DAILY LESSON PLAN

UNIT: Magnets DATE: February

TODAY'S EMPHASIS: What Are Magnets? What Can Magnets Do?

CONCEPTS: Magnets are materials that will pick up or attract materials made of iron, steel, cobalt, & nickel. Magnets can be natural or manmade. The force of the magnet can pass through any material that is not magnetic.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. What is a magnet? Have a magnet & demonstrate what it will do. Then make a conclusion of what it is.
2. Discuss man-made & natural objects.
3. Demonstrate what magnets will attract & not attract.
4. Discover where magnets are strongest.
5. Demonstrate that the force of magnets can pass through anything that is not magnetic.
6. Read Mickey's Magnet by Branley.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Balance boards & rollers.

MUSIC/LISTENING/READING

Story on cassette to listen & read along: Mickey's Magnet.

ART

String pictures (mixed paint). Dip string in paint & then with glue move it over paper. or Roll-on deodorant bottles filled with thickened tempera.

PRINTING

magnet iron
poles steel
magnetism

MATH/GAMES/PUZZLES

Magnetic letters with magnetic board
Printed words Magnetic shapes
Magnasticks Magnetic train

SCIENCE/SOCIAL STUDIES

Have several magnetics on table. Experiment & divide into 2 groups; magnetic materials. Also, have glass paper, wood to try to have magnet attract objects through paper.

WOOD WORKING/SAND/WATER

Put various magnetic objects in water with a magnet. Discover if magnet works in water or sand.

DRAMATIC PLAY

Discover magnets at home. Provide several magnets to play with at home.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Language Art Activity, "If I Were a Magnet, I´d ..."
2. Books - Mickey´s Magnet, Franklyn M. Branley; Look at Magnets, Rena K. Kirkpatrick; Magnets, Edward Victor.

DAILY LESSON PLAN

UNIT: Magnets DATE: February
TODAY'S EMPHASIS: How to Make Magnets
CONCEPTS: Only magnetic materials can be made into magnets. It is possible to make temporary or permanent. Magnets are useful in refrigerators, electric motors, compasses, etc.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Discuss what temporary & permanent mean.
2. Demonstrate how to make temporary magnets out of soft iron.
3. Demonstrate how to make permanent magnets.
4. Make conclusions of what kind of materials can be made into magnets.
5. Discuss uses of magnets. Show pictures.
6. Show & discuss a compass.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Balance boards & rollers

MUSIC/LISTENING/READING

Story on cassette Mickey's Magnet to listen & read along with.
Reading:
Categorize objects into magnetic and nonmagnetic groups.

ART

Chalk painting

PRINTING

magnet
electromagnet
temporary
steel
iron
permanent

MATH/GAMES/PUZZLES

Magnetic letters & board
 - match on printed words
Magnasticks
Magnetic shapes
Magnetic train

SCIENCE/SOCIAL STUDIES

Have nails out & permanent magnets. Let children try to make magnets. Try making other temporary magnets.

WOOD WORKING/SAND/WATER

Screwdrivers, bolts, screws, & wood pieces.
Sand: Hide certain number of bottle caps in sand. Allow children to find using magnets only.
Water: Put various objects in water. Experiment to see which objects are magnetic in water.

DRAMATIC PLAY

Discover magnets in the home.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Language Experience Book.
2. Work on concept of 1st, 2nd, 3rd, etc.

Chalk painting - paint smooth paper with liquid starch mixed with a little water. Then draw picture on paper with chalk.

DAILY LESSON PLAN

UNIT: Post Office DATE: February
TODAY'S EMPHASIS: The Building and It's Contents
CONCEPTS: Inside the post office, the mail is sorted, weighed, & the stamps are cancelled.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar. Discuss the building's outside appearance. (flag, U.S. Post Office words)
2. What do we do there? Buy stamps, mail letters, packages, etc.
3. Discuss machines in back.
4. Show stamps, etc.
5. Read Linda's Air Mail Letter, by Bell.
6. Song: "Look Who's Here, It's the Postman."

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build the Post Office, including the flag & postal trucks.

MUSIC/LISTENING/READING

A Letter for Amy - Keats
"Who is coming to our door"
"Who are the people in your neighborhood"
Feb. Big Book (Crossties)
Trolley books (sets)

ART

Iron crayon shavings between wax paper. Cut into a shape of a heart.

WOOD WORKING/SAND/WATER

PRINTING

U.S. Post Office
cancelled stamp
weighing
mail
Postman

MATH/GAMES/PUZZLES

Design cubes
Stamp match
Deliver the letter (match house number to number on letter)

SCIENCE/SOCIAL STUDIES

Display: stamps, magnifying glasses, stamp picture.

DRAMATIC PLAY

Set up a post office.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

1. Play: "A tisket, a tasket."

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Film - "Billions of raindrops."
2. Relay game: Over head, through legs (use a letter).

DAILY LESSON PLAN

*Tell each child to bring 20¢ to school for a stamp. *Bring envelopes.

UNIT: Post Office DATE: February
TODAY'S EMPHASIS: The Postman and Delivery
CONCEPTS: One means of early delivery of mail was the pony express. Today's postman delivers in all kinds of weather. The mail is carried by bus, train, or airplane.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar. Discuss early delivery of mail pony express (doughnut) stagecoach, etc.
2. Discuss today's postman & compare.
3. Story I Want to be a Postman, by Carla Greene.
4. Discuss means of delivery.
5. Song "Who Is Coming To Our Door."

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build post office, postal truck to sit in, etc.

MUSIC/LISTENING/READING

"Who is Coming to Our Door"
Tape & story: A Letter to Amy by Ezra Jack Keats

ART

Make mail carrier pouches. Use construction paper & string or paper bags. Provide children's names. Allow children to write letters to each other & mail at post office in dramatic play area.

PRINTING

Postman
mailman
delivery
stagecoach
pony express

MATH/GAMES/PUZZLES

Consonant bingo
Postal truck puzzle
Bulletin board game: Houses with numbers.
Put letters on correct houses.
Dot to dot of mailman.

SCIENCE/SOCIAL STUDIES

Stamp collection
Display of stamps, magnifying glass, money. (Put correct amount of money by each stamp)

WOOD WORKING/SAND/WATER

DRAMATIC PLAY

Set up post office. Use mail pouches, sorter (can be cardboard box with a space for each child's name on it.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Filmstrip: "Our Postman."
2. Pony Express relay game. (Use stick horses & letter)

Song: "Who Is Coming to Our Door" (Let children act out)

Who is coming to our door
knockity, knockity, knock, knock, knock.
Run & see who it could be
knockity, knockity, knock, knock, knock.
It's the postman at the door
Bringing letters, 3 or 4
knockity, knockity, knock, knock, knock.

Song: "Look Who's Here"

Look who's here, It's the postman
Look who's here, It's the postman
Look who's here, It's the postman
And I wonder what he brought today!
(Point to a child let him pretend & tell what he brought & for whom).

Song: "People in Your Neighborhood"

Oh, who are the people in your neighborhood
in your neighborhood
in your neighborhood.
Oh, who are the people in your neighborhood.
The people that you meet each day.

Oh the postman always brings the mail.
Through rain or sleet or snow or hail.
He'll work and work the whole day through.
Just to get your mail to you.

DAILY LESSON PLAN

UNIT: Post Office DATE: February
TODAY'S EMPHASIS: Letters and Addresses
CONCEPTS: To mail a letter, the stamp, address, return address, and zip code must be on the envelope. We need to know our own addresses.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Using an oversized envelope, discuss parts of address, return address, stamps, zip codes, etc.
2. Discuss money values of stamps needed according to weight. (show ex.)
3. Discuss cancelled stamps, importance of zip codes & addresses.
4. Review.
5. Read: A Letter to Amy, by Keats
6. Song "People In Your Neighborhood"

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build post office, postal truck.

PRINTING

letter envelope
address zip codes

MUSIC/LISTENING/READING

"People In Our Neighborhood"
"Who Is Coming To Our Door"
Reading:
A Letter to Amy

MATH/GAMES/PUZZLES

Complete letter game
community helper puzzles
Design cubes
Stamp match
Felt City, postal truck, traffic signs, etc.
Math bulletin board: houses & letters. Each child delivers the letters by matching numbers.

ART

Make valentines to mail at Post Office. (Real Post Office) Help children address the envelopes. Let each child pick out a classmate to send it to. Be sure every child will receive a letter.

SCIENCE/SOCIAL STUDIES

Stamp collection on display

WOOD WORKING/SAND/WATER	DRAMATIC PLAY
	Set up Post Office in dramatic play center.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

1. Play: Drop the letter.

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Play "I´m Lost". The child tells policeman his/her address.
2. Check to see who knows own address. If he knows it, write it on a balloon and let children take it home.
3. Read: The Merry Mailman, by Marcia Martin.

DAILY LESSON PLAN

UNIT: Post Office DATE: February
TODAY'S EMPHASIS: Field Trip to Local Post Office
CONCEPTS:

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

Take letters made by children and money for stamps. Let each child buy his/her own stamp and place on envelope. Call before hand and ask postman for a tour. Be sure to check the next day to learn if each child received his/her letter in the mail. After returning from trip, write a thank you letter to the post office workers and let each child sign the letter.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

MUSIC/LISTENING/READING

ART

WOOD WORKING/SAND/WATER

PRINTING

MATH/GAMES/PUZZLES

SCIENCE/SOCIAL STUDIES

DRAMATIC PLAY

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Language Experience Books: Post Office.

Postal Service (Mail)

Mr. Zip and the U.S. Mail - 383 B Barr At the Post Office. 838 C
Colanius Community Services (6 filmstrips). Contents: "Our library," "Our Fire Department," "Our Post Office," "Our Health Department," "Our Park & Playgrounds" - FS 301.3 C
I Want To Be A Postman - 383 G Greene
Where Does A Letter Go? - 383 G Greene
About Postman - 383 H Slastings
Mail Riders; Paul Revere to Pony Express - 383 M McCall
The True Book Of Our Post Office & Its Helpers - 383 M Miner
"90 Billion Raindrops" (filmstrips & record) - SFS 383 N
Read About the Postman - 383 S Slobadkin
"Special Delivery, Story at our Post Office" (filmstrip) - FS 383 S
The First Book of Letter Writing - 808.6 J
A Letter to Amy - SFS F Kea Keats
Mulligan's Monstrous Mailbox
Linda's Air Mail Letter - Bell
The Merry Mailman

DAILY LESSON PLAN

UNIT: Lincoln's Birthday DATE: February
TODAY'S EMPHASIS: Abraham Lincoln's Birthday
CONCEPTS: Abraham Lincoln was our 16th President. Lincoln was one of our most famous Presidents. Lincoln's birthday is celebrated every year in February .

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar - weather - flag.
2. Discuss Abe Lincoln as our 16th President. Discuss his accomplishments & tell life's story. (show penny, $5 bill, Lincoln Memorial & other pictures.) (Discuss his height & compare Lincoln's height to ours.)
3. Teach "Abe Lincoln" song.
4. Trolley book: Lincoln.
5. Sing Happy Birthday to Lincoln.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build log cabins & homes with blocks.

MUSIC/LISTENING/READING

"Abe Lincoln Had a Big Long Beard"...
Reading:
Trolley Book on Lincoln
February Big Book (Crossties)

ART

Penny rubbings: Place paper over penny. Color over & cut out money. Glue fronts & backs together. (or) Use popsicle sticks to glue on construction to make log cabins.

PRINTING - stamp kit

Abraham Lincoln Abe
February 12 President
Review "Ll"

MATH/GAMES/PUZZLES

Lincoln & Valentine puzzles
Birthdays & candles (workjobs)
Lincoln dot-to-dot sheet
Jars & pennies
Penny puzzles
Lincoln logs

SCIENCE/SOCIAL STUDIES

1. Log cabin on table. Display.
2. Notebooks: Draw pictures of birthday cakes with 16 candles. (for 16th President)
3. Patriotic notebook: Look at pictures of Lincoln.
4. Clean pennies in vinegar & ammonia solution.

WOOD WORKING/SAND/WATER

Build a log cabin.
Sand/Water: Wet sand and sticks to build a lob cabin.

DRAMATIC PLAY

Decorate a large refrigerator box cut open. Make a log cabin with brown butcher paper. Make beards & hats to wear. Children pretend to read books by the fireplace, etc.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Film on Lincoln.
2. "It" game: (2 "its"). One "it" passes penny to another child and other "it" tries to guess who has penny.
3. Sing: "Abe Lincoln Had A Big Long Beard."
4. Give each child a penny to use with Lincoln song.

Alternate art project

1. Use cardboard light bulb covers. Turn inside out, color brown, and make log cabins out of them.
2. Use small plastic tomato boxes. Turn upside down, use construction paper to make log cabins.
3. Make black hats & beards out of black construction paper.

Song: "Abe Lincoln Had A Big Long Beard"

Abe Lincoln Had A Big Long Beard
He wore a tall black hat.
He was our 16th President
Now what do you think of that.

If you want to see his face.
This is what you do
Just find a penny, turn it up.
His face will look at you.

DAILY LESSON PLAN

UNIT: Valentine´s Day DATE: February
TODAY´S EMPHASIS: History; Customs
CONCEPTS: Valentine´s Day is celebrated every year on February 14.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Flag - calendar.
2. Using filmstrip, pictures, or books, explain history of and customs around the world on Valentine´s Day.
3. Tell Valentine story The Valentine From Outer Space by Linda Pike Hillier (then do this with the children´s names).
4. Teach song: "Love Is Something If You Give It Away."
5. Filmstrip: "A Valentine Mystery."

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Valentine Bean Bag Game - Paint a large box red. Cut out heart shaped holes to throw bean bags in.

MUSIC/LISTENING/READING

"Love To You"
"I Love You A Bushel & A Peck"
"Love is Something When You Give It Away," "Oh Valentine"

ART

Make & hang up Valentine holders. Paint with red, white, & pink. Staple half paperplate to whole. Tie a bow at top & let children color & decorate. Also cut out hearts to hang on a branch that is painted white. Use flocking to make textured hearts.

PRINTING - Put red clay spread out on a cookie sheet. Use a nail to write with in the clay.

I Valentine
Love Review "Vv"
You

MATH/GAMES/PUZZLES

Textured wallpaper hearts (match rough, smooth)
Red ink pad & shape stamps
Pac Man Valentine Game
Valentine puzzle;
Sharing puzzle

SCIENCE/SOCIAL STUDIES

Display old Valentines & new ones.

WOOD WORKING/SAND/WATER

Turn this center into a Valentine Bakery. Use red playdough & make & sell Valentine cookies. (or) Could put red food coloring in water trough (heart shaped sponges). (or) Use water trough as a fingerpaint trough with red fingerpaint.

DRAMATIC PLAY

Leave up Post Office. Let children continue to mail Valentines to each other in the room.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Play: Musical Valentines
2. Play: St. Valentine Says
3. Play: Throne Game
4. Read: Valentine stories.

DAILY LESSON PLAN

UNIT: Valentine's Day DATE: February
TODAY'S EMPHASIS: Party Day
CONCEPTS: Favors: heart necklaces made from flour & salt dough.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar
2. Discuss customs of today in America. (Show old & new Valentines.)
3. Teach: "Five Little Valentines" (fingerplay)
4. Teach: "Oh Valentine"
5. Review other Valentine songs.
6. Discuss letter "Vv" and list words that begin with "V."
7. Write a story about a Valentine using V words such as Littlest Valentine.
8. Play: "Valentine, Valentine, Who's Got the Valentine."

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Valentine Bean Bag Game

MUSIC/LISTENING/READING

"Oh Valentine"

ART

Make heart crowns to be used in games & at party.
Make placemats for party.
Red, white, & pink paint.

PRINTING - Red clay tray

Valentine Love
Sweetheart

MATH/GAMES/PUZZLES

Play Hearts - Match paper hearts with upper & lower case letters. Match paper hearts with numbers & objects. Cut up paper hearts to make a puzzle.
2+2= Paint hearts on ping pong balls. (use to add)
Hearts Cards: Cut off numbers & child matches.

SCIENCE/SOCIAL STUDIES

Valentine Taste Center - several hearts to taste. (Give each child a heart afterwards that says, "I 8 a Valentine.")
Take red paint chart - cut up & let each child order it from darkest to lightest (shades of red).

WOOD WORKING/SAND/WATER

Red play dough (or) Red water (or) Red fingerpaint

DRAMATIC PLAY

Post Office

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Read: "Queen of Hearts."
2. Play: Throne Game.
3. Play: Musical Valentines.
4. Read: Valentine stories.

Opening Valentines - Ask parents to come and help. Let all children read their own Valentines. Parents help children read them.

Song: "Love To You"

Love to you, love to you
That´s What the Valentines Say
Love to you, love to you
On this Valentine´s Day
On this Valentine´s Day.

Song: "Oh Valentine"

Oh Valentine, Oh Valentine
With Hearts and lace so gay.
I give to you the one I love,
My Valentine today.

Song: "Love Is Something If You Give It Away"
Love is something if you give it away. (hands crossing chest then extend hand to someone)
give it away.
give it away.
Love is something if you give it away.
You end up having more.

Activities to do week ahead.

1. Iron crayon shavings between wax paper & cut into shape of hearts.
2. Make red & pink paper chains to hang in room.
3. Valentine Zoo Animals.
4. Valentine holder - 2 hearts stapled together.
5. Heart Tree.
6. Cut hearts from newspaper. Stuff & staple. Paint them red & hang in room.

Valentines

394.268 B	Bareth - Hearts, Cupids, etc.
394.26 D	De Paola - Things to Make & Do.
394.2	Sandak - Valentine´s Day.
F Coh	Cohen - Bee My Valentine
F Hay	Haywood - A Valentine Fantasy
F Bro	Brown - Arthur´s Valentine
FS 394.26A	The Valentine Mystery
Clyde Bulla	St. Valentine´s Day
Keeshan	She Loves Me, She Loves Me Not
Krahn	Little Love Story
Schweninges	The Hunt for Rabbit´s Galosh

DAILY LESSON PLAN

UNIT: George Washington DATE: February
TODAY'S EMPHASIS: Washington's Birthday
CONCEPTS: George Washington was our 1st president. His birthday is on February 22, but is celebrated on a Monday each year. Washington is called the "Father of Our Country."

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar - weather - flag.
2. Film on George Washington or use a book.
3. Show pictures of Washington.
4. Discuss the day we observe (Monday, holiday bill) & the real birthday. (February 22, 1732)
5. Discuss lesson in chopping down the cherry tree.
6. Show dollar with Washington's face.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Construct the Washington Monument blocks.

PRINTING - typewriters

George Washington
cherry tree
President
Martha

MUSIC/LISTENING/READING

Patriotic marching music

MATH/GAMES/PUZZLES

George Washington puzzle-board & paper
Cherry-O Game
Bingo - use paper cherries as markers
Puzzle of United States/Compare to puzzle of 13 colonies.
Water/Land/Air game
Counting Cans & Straws
George Washington Dot-to-Dot

ART

Make cherry trees & glue cherries on (paper)/Washington Monument fold & glue.
Make 3-sided George Washington hats.

SCIENCE/SOCIAL STUDIES

Display stamps & coins with Washington face on them. (quarter, $1 bill)

WOOD WORKING/SAND/WATER

Build a tree out of wood scrap.

DRAMATIC PLAY

Black coats & patriot hats to dress up as Washington would have.
Use chairs as horses and a box as a buggy.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Language Arts: Give each child a cherry to eat. (describe on butcher paper)
2. Have the letters in George Washington's name on board. See how many words you can make out of his name.

Things to make & do for George Washington Day by Michael Cooper - bowl for cherries, cherries, dollar bill, color sheet on Washington, tooth picks.

Bulla, Clyde Robert - Washington's Birthday

DAILY LESSON PLAN

UNIT: Feelings DATE: February
TODAY´S EMPHASIS: Scared
CONCEPTS: We all feel scared sometimes and it´s o.k. There are things we can do to help ourselves when we´re scared. Sometimes we need to be scared.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar and Weather
2. First and last name cards
3. Film "I"m Feeling Scared"
4. Discuss and list things that scare us. Make chart with words of things that scare us. Later, add pictures in a language center.
5. Show pictures and discuss being scared.
6. Teach Song "If You´re Scared and You Know It"
7. Read Story Where the Wild Things Are
8. Explain centers, feelings chart and booklet
9. Introduce mystery letter, "F"

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build things that scare us. (haunted house, monsters, etc.)

MUSIC/LISTENING/READING

Cassette "I´m Feeling Scared"

ART

Yellow and black paint
Paint things that scare you.
Or Puppet: Paper Bag Monsters

PRINTING

scared
shocked
fear
afraid
haunted
horrified

MATH/GAMES/PUZZLES

Let´s Make Faces
Puppet Stage
Crazy Animal Puzzles
Octons
Snap and Play
Play Dough
Number Bingo
Light Bright

SCIENCE/SOCIAL STUDIES

Feelings Chart
Each day each child draws a face of how he/she feels. Cut out and glue six of the scared faces and things we´re scared of on a chart made at group.

WOOD WORKING/SAND/WATER

Build wood monsters from wood scraps. (Discuss how some people are scared of the water. Free play in water and sand.)

DRAMATIC PLAY

Pretend playing at home, being afraid there and comforting other scared members.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Page 1, "I´m Feeling Scared," Feelings Booklet
2. Puppet show (using puppets made in art)

*Discuss what to do when we´re scared. Dramatize situations and discuss solutions.

DAILY LESSON PLAN

UNIT: Feelings DATE: February
TODAY'S EMPHASIS: Sad (Lonely)
CONCEPTS: We all feel sad, lonely, and sorry sometimes; and that's o.k. Finding something to do helps us when we're down in the dumps. There's a difference between being alone and being lonely. Sometimes we want to be alone.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar
2. First and last name cards
3. Use Childcraft, Volume 14, pp. 257-259, and other pictures to discuss things that make us sad.
4. Let children tell what makes them sad.
5. Sing "If You're Sad and You Know It" (make faces)
6. Read Alexander and The Terrible, Horrible, No Good, Very Bad Day by Judith Viorst.
7. Film - "I'm Feeling Sad"
8. "F" is the feature letter.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build things that make us sad (hospital, graveyards, dentist, etc.).

MUSIC/LISTENING/READING

Record: Ella Jenkins
"Nursery Rhymes"

ART

Give each child a square of material. Let them draw their own picture using crayons. These will be ironed next day at school. Sew squares together to make a wall hanging.

PRINTING

sad
lonely
unhappy
sorry

MATH/GAMES/PUZZLES

Lace a necklace using Froot Loop Cereal
1-2-3 Worksheets
Making Faces
Beetle Puzzle

SCIENCE/SOCIAL STUDIES

Feelings Booklet next page:
"I'm Feeling Sad"
The child draws what makes him sad. The teacher writes his words on it.

WOOD WORKING/SAND/WATER

Measuring fun in sand. Discuss when we´re sad, keeping busy makes us feel better.

DRAMATIC PLAY

Dramatize family life and things that happen at home to make one sad and getting over sadness.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Discuss when we´re lonely.
2. Compare to when we want to be alone. (Discuss cubbies for being alone.)
3. View - "I´m Feeling Lonely"
4. Read Bengy´s Blanket or Ira Sleeps Over

*Do "F" box with objects that begin with letter "F".

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*Art
Sad Sun picture

Draw a sad sun. Cover with clouds. Dot with glue. Demonstrate. Show what it looks like when the glue drops dry.

DAILY LESSON PLAN

UNIT: Feelings DATE: February
TODAY'S EMPHASIS: I Like Me!
CONCEPTS: Each person is special just as he/she is. Each person is different.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar and Weather
   First and last names
2. Sing "Kindergarten Smile" and "If You're Happy and You Know It"
3. Bring mirror: Let children tell what like about themselves.
4. Read You Are Special
5. Feelings chart
6. Go over centers.
7. Mystery letter "F"
8. Take picture of group
9. Childcraft, Volume 14, pp. 262-263

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Balance beams

MUSIC/LISTENING/READING

Cassette of interviews with children about their feelings.
Reading: "You Are Special"

ART

Water color:
Paint picture and portraits of ourselves.

PRINTING - Use stamp kit.

me I like me!
you I like you!
myself

MATH/GAMES/PUZZLES

ABC Board
ABC Train
Math:
Number Bingo
Plastic Links

SCIENCE/SOCIAL STUDIES

P. 5, Feelings Booklet - Do the page, "I Like Me."
Child draws what he likes about himself.
Styrofoam pretend T.V. - Let kids pretend to be on T.V.

WOOD WORKING/SAND/WATER

Hammer, nails, and wood
Sand: Have fun playing with friends in sand table.
Using fingers, draw pictures of ourselves in sand.

DRAMATIC PLAY

Dramatize home life.
Provide mirrors, clothes, ties, hats, etc.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. As a group, listen and enjoy tape of interviews with children.
2. Read I Like You by Sandol Stoddard Warburg.

Books

Feelings

Benjamin and Tulip by Rosemary Wells
Noisy Nora by Rosemary Wells
Smallest Boy in the Class by Jerrold Beim
The Day Everybody Cried by Beatrice Schenk de Regniers
I'll Be the Horse If You'll Play With Me by Martha Alexander
I Like You by Sandol Stoddard Warburg
A Baby Sister for Frances by Russel Hoban
Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
Petunia by Roger Duvoisin
I Sure Am Glad to See You, Blackboard Bear by Martha Alexander
The Day I Had to Play With My Sister by Crosby Bonsall
Do You Know What I'll Do by Charlotte Zolotow
The Witch Kitten by Ruth Carroll
Lost by Sonia O. Lisker
Hulda by Carol Svendsen, Pictures by Julius Svendsen
Benjy's Blanket - Myra Berry Brown
First Night Away From Home - Myra B. Brown
Let's Be Enemies - Janice May Idry
Benny Rabbit and the Owl - Joseph Low
Buster and the Bogeyman - Anne Rockwell
The Tenth Good Thing About Barney - Judith Viorst
Freckle Face - Neil Anderson
And My Mean Old Mother Will be Sorry, Blackboard Bear - Martha Alexander
Tom in the Middle - Bertha Amos
The Brave Cowboy - Joan Walsh Anglund
The Big City - Bertha Amos
Ira Sleeps Over - Bernard Waber
Friends - Satomi Ichikawa
A Book of Scary Things - Paul Showers
My Momma Says There Aren't Any Zombies, Ghosts, Vampires - Judith Viorst
Boo, Who Used to Be Scared of the Dark - Munro Leaf
Rosa - Too - Little - Sue Felt
Where the Wild Things Are - Maurice Sendak

DAILY LESSON PLAN

UNIT: Feelings DATE: February
TODAY'S EMPHASIS: Happy
CONCEPTS: Different things make different people happy! We have many feelings inside when we're happy.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar and Weather
   First and last name cards
2. View film - "I'm Feeling Happy"
3. Use pictures to discuss what makes us happy.
4. Yellow is a happy color.
5. Teach Song - "Kindergarten Smile"
6. Feelings Chart

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build things that make us happy (circus, zoo, toys, fun times).

PRINTING - Typewriter or stamp kit

happy
feelings
glad
fun
smile
excited

MUSIC/LISTENING/READING

Cassette - "I'm Feeling Happy"
Reading: Bibliography

MATH/GAMES/PUZZLES

Circus Puzzles
Other Puzzles that remind us of happy times.
Math:
Go Together Jars
Number Puzzles
Lemonade Stand Game

ART

Yellow and pink paint
Paint happy faced creatures.

SCIENCE/SOCIAL STUDIES

Feelings Notebook:
Page 2 - "I'm Feeling Happy"
Child draws things that make him happy. The teacher writes down what makes the child happy.
Cut out pictures of happy faces and things that make us happy.

WOOD WORKING/SAND/WATER

Creative play in sand because playing in the sand makes some of us happy.

DRAMATIC PLAY

Pretend to be home and happy. Keep the whole family happy. Share and cooperate with other family members.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Begin Interviews: Record what children say about things that make them happy, etc. Listen to the tape on Friday.
2. Read - Happiness is 12 Months Long.
3. Review Songs.

Song: "Kindergarten Smile" (Brownie Song)

C C F F F F F F
I´ve got something in my pocket

F F G G D D G
It belongs across my face

F E E E E E E E
I keep it very close to me

D D C C D E F
In the most convenient place

C F F F F F F
I´m sure you couldn´t guess it

F F G G D D G
If you guessed a long, long time

F F E E E E E E E
So I´ll take it out and put it on

D D C C D D E E C
It´s a great big Kindergarten smile.

DAILY LESSON PLAN

UNIT: Feelings DATE: February
TODAY'S EMPHASIS: Mad
CONCEPTS: Everyone gets mad sometimes. We need to learn to get over these frustrated feelings without hurting someone.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar and Weather
   First and last name cards
2. View - "I'm Feeling Mad"
3. Discuss pictures and things that make us mad.
4. Discuss the difference between feeling mad at others and mad at ourselves.
5. Discuss what to do to get over being mad.
6. Mad is Red.
7. Feelings Chart
8. Review letter "F"

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Play in block center for an outlet to mad emotions.

MUSIC/LISTENING/READING

Cassette "I'm Feeling Mad"
or Hap Palmer "Ideas, Thoughts, and Feelings"
Reading:
The Mad Book (Trolly Book)
Childcraft, Volume 14, "About Me"

ART

Finger paint: Use red paint.
Play dough on the little table to pound out emotions.

PRINTING

mad
angry
furious
frustrated
disgusted
upset

MATH/GAMES/PUZZLES

Let's Make Faces
Match a Pair
Math:
ABC Bingo
Apple Tree Game

SCIENCE/SOCIAL STUDIES

Feelings Booklet, page 4.
Write and draw a picture of what makes us mad.

WOOD WORKING/SAND/WATER

Pound out emotions.
Use nails, wood, and hammers.

DRAMATIC PLAY

Dramatize home life where members in the family are getting mad at each other and finding ways to overcome these feelings.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Continue to interview children about their feelings!
2. Read My Mean Old Mother Will Be Sorry by Martha Alexander.

Children often blame other people, objects, or circumstances for problems they cause themselves. (Parge and Balloon)

This "scapegoating" often covers self-anger.
When children recognize this, they can begin to take responsibility for their actions. We can help by showing that mistakes and limitations are part of being human.

Anger is a secondary emotion. It always follows a more basic feeling, such as fear, pain, disappointment. For example: A child is slapped, feels pain and then anger.

DAILY LESSON PLAN

*Childcraft *rock samples *felt Q-tips

UNIT: Rocks, Minerals, Fossils DATE: March
TODAY'S EMPHASIS: Rocks
CONCEPTS: Rocks are the building materials of which the earth is made. Ice, soil, sand, mud, and coal are rocks. It is impossible for us to live without rocks.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar - weather - flag.
2. Introduce rocks. (Have examples & discuss what they're made of). Compare to cookies.
3. Discuss sizes, shapes, colors, & textures.
4. Demonstrate use of scale & magnifying glass.
5. Discuss the different meanings of word rock or discuss uses of rocks. (stones, rock music, rock back & forth, etc.)
6. Make rocks, if time, in a jar using different colored sand.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

3 roller boards: "rock" back & forth

PRINTING *typewriter or salt tray (write in salt)

rocks
arrowhead
mineral
scale
sand

MUSIC/LISTENING/READING

Song: "Wise Man Built His House Upon The Rocks"

MATH/GAMES/PUZZLES

Toss game: Stand behind tape & toss rocks in a bucket. One point for each rock in the bucket.
Estimating game: Estimate how many rocks in a closed jar. (Have a quart jar full of rocks. Let each child put his name on a piece of paper with estimate of ¢ of rocks. Person that guesses closest receives reward.

ART

Make pet rocks: Put felt on bottom of rocks. Paint rocks with water colors. (use Q-tips)

SCIENCE/SOCIAL STUDIES

Display of rocks. Observe differences in rocks.
Use scales to weigh.

WOOD WORKING/SAND/WATER

Mold sand into rock shapes.

DRAMATIC PLAY

Use sheets & tables to make a coal mine or a cave. Pretend to be coalminers, etc. Or make the Flintstone´s house.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

1. Play: Drop the rock.

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Story or film on rocks.
2. Look for rocks outside on a walk.
3. Discuss the different meanings of the word rock. (rocket, rocker, rock candy, rock-a-bye.

DAILY LESSON PLAN

UNIT: Rocks, Minerals, Fossils DATE: March
TODAY'S EMPHASIS: Minerals
CONCEPTS: Most rocks are made of minerals. Minerals are natural chemicals found in the crust of the earth or the solid stuff of which the earth is made.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar - weather - flag. (Review cookie concept.)
2. Discuss what a mineral is.
3. Show pictures of minerals and as many examples as possible.
4. Teach: "Make New Friends."
5. Crystal Experiment.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build rock museum to house rocks, minerals, and fossils.

PRINTING

rock
fossil
mineral
salt
coal mine

MUSIC/LISTENING/READING

Sesame Street record, teach "Rock-A-Bye Baby."

MATH/GAMES/PUZZLES

Sesame street puzzles
Rubberband boards
Words on cards - match magnetic letters
Toss game
We learn to count
Estimating game
Wallpaper match-ups

ART

Make coal picks using straws, staples & construction paper. Could make headband lights.

SCIENCE/SOCIAL STUDIES

Display of rocks, minerals, etc. magnifying glasses, scales. Divide rocks (rough & smooth) & weigh.

WOOD WORKING/SAND/WATER

Put rocks in water trough to make designs on bottom of trough.

DRAMATIC PLAY

Pretend to be coal miners. Or Fred Flintstone's house.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

1. Play: "Drop the rock" game.

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Teach "The Wise Man Built His House Upon the Rock."
2. Write a story about Robbie Ringo, using "Rr" words. Bobby Bingo, Robby Ringo.

Rock Candy

1 cup water
2 cup sugar
1 cup syrup - karo

1/4 t. vanilla flavoring
1/4 t. food coloring

Mix: Boil till it spins a thread. Pour into buttered pan. Cut with scissors into pieces.

Group (Use Childcraft, Vol. 12, pp. 60-63)

Show rock. Discuss what it is and where did it come from.
Discuss a factory and explain that the earth is a factory.
A Geologist (p. 323) - studies rocks.
Hand out cookies. Discuss what it's made of.
Rocks are like cookies. They're made of minerals.
Rocks are billions of years old. Show pictures of how they're shaped & formed.

There are more than 2,000 minerals which are made of crystals. They're all shapes and colors.

salt ("Please pass the rocks.")
diamond (hardest)
graphite (pencils)
mercury (thermometer)

copper (penny, wiring)
precious jewels (ruby)
silver
gold and fools gold

Crystal Garden

6 T. of water
1 T. of ammonia
6 T. of laundry bluing

6 t. of salt
6 pieces of charcoal

Pour over charcoal & put in a warm place. Watch crystals grow.

DAILY LESSON PLAN

*This lesson can be taught with the dinosaur unit or rock unit.

UNIT: Rocks, Minerals, Fossils DATE: March
TODAY'S EMPHASIS: Fossils
CONCEPTS: Fossils are the remains of a plant or animal found in the earth's crust. Most fossils have turned to stone. Some dinosaur fossils are found accidentally. Some dinosaur fossils are found during archaeological digging.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar - weather - flag.
2. Show fossils. Use Childcraft, Vol. 12, pp. 98-102.
3. Show pictures in April Big Book. (Crossties)
4. Use play dough to show what a fossil is.
5. Explain what a Paleontologist is.
6. Cook: Rock Candy.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build rock museums and use rocks to put on shelves.

PRINTING

Typewriters or salt tray
rocks
minerals
fossils
prints
stone

MUSIC/LISTENING/READING

Follow along story with cassette.
Hap Palmer "Do The Rocking Hula."
Reading:
Walmart book on rocks, fossils, minerals
April Big Book - Fossils (Crossties)
National Geographic

MATH/GAMES/PUZZLES

Dinosaur puzzles
Put play dough on puzzle table and make prints with rocks, leaves, etc. to represent fossils.
Feed the dinosaur game
Go fishing: Cards made with fossil pictures.
Arrange rocks in order from smallest to largest. Sort by colors.

ART

Make plaster of Paris fossils with sea shells. Could use clay instead of plaster of Paris.

SCIENCE/SOCIAL STUDIES

Display of rocks & fossils
Big Book - dinosaur fossil picture (Crossties)
Books

WOOD WORKING/SAND/WATER

Sand/Water:
Make prints in wet sand with shells.

DRAMATIC PLAY

Set up a Flintstone´s House.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Tray & objects for visual recall. (Remove an object. Child must recall missing object.
2. Move like objects that have a movable function.
3. Show importance of rocks: Long ago - skin animals, kill animals build fires, tools. Today - makes soil, roads, buildings, pencil lead, salt, lime, aluminum, borax, jewelry.

DAILY LESSON PLAN

UNIT: Rocks, Minerals, Fossils DATE: March
TODAY'S EMPHASIS: Field Trips to Rock Museum and Archaeology Museum
CONCEPTS:

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Introduce and discuss museums and behavior in museums.
2. Read: Lost in the Museum, by Cohen.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS PRINTING

MUSIC/LISTENING/READING MATH/GAMES/PUZZLES

Faulk - drivers

AM	PM
Faulk	Faulk
Killcreas	Atwater

ART SCIENCE/SOCIAL STUDIES

WOOD WORKING/SAND/WATER DRAMATIC PLAY

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Write thank you letters to personnel who allowed us to visit.
2. Write & draw in Language Experience Books.

Books

Rocks & Minerals - Paul E. DeSautels
Gems & Rare Metals - Leslie Waller
Rocks & Minerals - Herbert S. Zim/Paul R. Sheffer
Salt - Augusta Goldin
Marvels of the Earth - Jerome Wyckoff
Mountains - Delia Goetz
Rock & How We Use Them - Lillie Pine/Joesph Levine
The Story of Gems & Sem; Precious Stones - Frederick H. Pough
A Guide to Field Identification of Minerals of the World - Charles A. Sorrell
Rocks and the World Around You - Elizabeth Clemons
Rocks - Evans, EvaKnow
When You Find A Rock - Barrie Klaits
Wonders of Stones - Christie McFall
Rocks & Minerals - Lou Williams Page
The Rock - Hound´s Book - Seymour Semin
Rocks & Minerals - Alice Fitch Martin
What Can She Be? A Geologist - Gloria & Ester Goldreich
Starting A Rock & Mineral Collection - Miriam Gilbert
Dinosaur Ben - Annie De Caprio
What´s Inside the Earth? - Herbert S. Zim
Everybody Needs A Rock - Byrd Baylor
The First Book of Stones - M. B. Cormack
The Real Hole - Beverly Cleary
The Wonder of Stones - Roma Gans
Among the Rocks - Terr Shannon
What is Rock? - John B. Syrocke
The True Book of Rocks & Minerals - Illa Patendorf
Dig-Pull-Dump-Fill - Tana Hoban
Let´s Find Out About Rocks and Minerals - David C. Knight
A Book to Begin on Museums - Suzanne de Borheggi

DAILY LESSON PLAN

UNIT: Money DATE: March
TODAY'S EMPHASIS: History of Money & How Money is Made
CONCEPTS: Long ago, people traded items desired. Money was not used. Machines cut coins from long ribbons of metal. A coining press stamps a design on each side of the coin.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar - weather - flag.
2. Introduce money by using riddle on p. 303 of Childcraft, Vol. 8.
3. Discuss the history of money.
4. Discuss how money is made, Childcraft, Vol. 8, pp. 312-317.
5. Discuss writing checks. Explain the process.
6. Finger play: "One for the Money."

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build the bank & drive-in windows. Use cars & trucks, traffic signs, etc.

PRINTING

money
bank
checks
coins
paper

MUSIC/LISTENING/READING

Fairy tale story on record for listening pleasure.
Reading:
Childcraft Vol. 8
Books on money, counting, etc.

MATH/GAMES/PUZZLES

Beginning sounds—wipe-off cards
Casper game
Money puzzles
Match-a-batch
Money separation
Penny puzzles
Penny addition
Pennies & jars (counting)

ART

Make piggy banks out of oatmeal boxes, band-aid boxes, etc. Decorate and put a slit on top for money. Glue play coins on top.

SCIENCE/SOCIAL STUDIES

Display of money
Value charts

WOOD WORKING/SAND/WATER

Bolt, board, screws, etc.

DRAMATIC PLAY

Set up a bank. Provide registers, exchange play money, etc.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Discuss March Big Book events. (Crossties)
2. Fun Story.
3. Cleaning pennies experiment: 4 T. salt, 1/2 c. vinegar. Soak pennies.
4. Play game: Penny, Penny, Who Has the Penny.

Song: "A Penny is One Cent"
(Tune of "Farmer In the Dell")

A penny is one cent
A penny is one cent
Oh yes, I know that
A penny is one cent.

A nickel is 5 cents.
A nickel is 5 cents.
Oh yes, I know that
A nickel is 5 cents.

A dime is 10 cents.
etc.

Song: "Save Your Nickels"
(Tune of "Are You Sleeping")

Save your nickels,
Save your pennies,
In a bank.
In a bank.

Save all your money,
Save all your money,
In a bank.
In a bank.

Books

The Little Carousel - Brown, Marcia
As Right as Right Can Be - Rose, Anne K.
Moon Blossom & the Golden Penny - Slobodkin, Louis
Alexander, Who Used to Be Rich Last Sunday - Viorst, Judith
Rachel & Obadiah - Turtle, Brinton Cassady
Annie's Spending Spree - Watson, Nancy Dingman
The Boy Who Listened to Everyone - Watts, Mabel
Mr. Brown & Mr. Gray - Wondriska, William
Nails to Nickels - Campbell 737.4 C
The True Book of Money - Elkin 332.4 E
Money Round the World - Sline 332.4 H
Learning About and Using Pennies, Nickels and Dimes - FS 511 L
Time and Money - FS 511 T
Gogo's Pay Day - Rockwell, Anne F. F Roc
At the Bank - Ross 332.1 R
Sight Time - Slazen F Haz

DAILY LESSON PLAN

UNIT: Money DATE: March
TODAY'S EMPHASIS: Money Values & the Bank
CONCEPTS: The words penny, nickel, dime and quarter name coins. The value of a penny is one cent, a nickel is 5 cents, a dime is 10 cents, and a quarter is 25 cents. Money may be used to measure & compare the values of things.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar - weather - flag.
2. Discuss & show simple money values. (use real money) (use names for coins - 1 cent, 5 cents, etc.)
3. Film - "Time & Money."
4. Discuss machines that take money. (stamps, telephone, drinks)
5. Discuss the use of the banks. Childcraft, Vol. 8, p. 323.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build a bank. Use cars, trucks, etc.

PRINTING

Money	Penny
Coins	Nickel
Dollar	Dime
Cents	Quarter

Letter "Mm" review.

MUSIC/LISTENING/READING

Teach "A Penny Is One Cent"
Teach "Save Your Nickels"
Childcraft, Vol. 8
Books on money, counting, etc.

MATH/GAMES/PUZZLES

Sort pennies, nickels, dimes & quarters in bowls.
Sewing cards
Money puzzles
Consonant bingo
Penny puzzles
Jars & Pennies (counting)

ART

Make play money out of green rectangles; make paper wallets & fold & staple: Put names on wallets. Make coins & cut out.

SCIENCE/SOCIAL STUDIES

Display of money value charts.
Pictures of money used long ago.

WOODWORKING/SAND/WATER	DRAMATIC PLAY
Bolt boards & screws. Sand: Measuring cups in sand Balance cups of sand	Play bank; cash registers, etc.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Have a second grade class come and read with individuals on rugs.
2. Meet "Mr. M" of LETTER PEOPLE, ETV.

DAILY LESSON PLAN

UNIT: Time DATE: March
TODAY'S EMPHASIS: Days of Week; Months of Year
CONCEPTS: Time spans can also be measured in days and weeks, months and years. The ability to measure time helps in planning ahead or looking back in time.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar - weather - flag.
2. Use calendar board to discuss days of week. Say orally.
3. Discuss months of year. Note birthdays in each month and holidays.
4. Discuss a sundial & egg timer. (show)
5. Film: "The Case of the Missing Month."

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Free play.

MUSIC/LISTENING/READING

"Tick - Tock" song.

ART

Make the current month's calendar. Make colored chalk pictures. Dip chalk in milk & then draw pictures.

WOOD WORKING/SAND/WATER

Provide a variety of plastic bottles with caps. Experiment.

PRINTING

Sundial
Egg timer
Months
Weeks
Days
Years

MATH/GAMES/PUZZLES

Clocks & numbers
Numbers & pegs

SCIENCE/SOCIAL STUDIES

Language Experience Books: make calendars

DRAMATIC PLAY

Set up hopscotch & number line game.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Film & tape - "What Day Is It?"
2. RHYMING - pp. 42, 43, 60, 65, 66 in Crossties.
3. Play rhyming bingo.

DAILY LESSON PLAN

UNIT: Time DATE: March
TODAY'S EMPHASIS: Clocks; Watches
CONCEPTS: There are many ways of telling time. We use clocks and watches to help us tell time. Time can be measured in hours.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar - weather - flag.
2. Read & discuss Trolly Book, It's About Time (Crossties).
3. Use clock on wall to discuss hours. Use flannel clock to set different times for discussion.
4. "Tick - Tock" song.
5. Let children listen to watch ticking.
6. Show pictures of different clocks & famous clocks.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Make a gigantic clock using blocks as numbers and hand.

MUSIC/LISTENING/READING

Teach song: "Tick - Tock"
TIME record

ART

Make clocks out of paper plates. (write numbers, use brads)

WOOD WORKING/SAND/WATER

Screws, bolts, nuts, screwdrivers, etc.

PRINTING

Clock; Time
Hour; Minute; Second
Tick - tock

MATH/GAMES/PUZZLES

Clocks & numbers
Paper plate clocks
Arrange legos from smallest to largest
Likenesses & differences - (dolls)

SCIENCE/SOCIAL STUDIES

Provide old watches & clocks to examine the insides of.

DRAMATIC PLAY

At home, notice when it's time to eat, sleep, get up, etc. Provide a working clock, timer, egg timer, & calendar.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Film & tape - "The Mystery of the Clock."
2. Do group exercise discussing 1st, 2nd, 3rd, etc.

Books

Abisch, Roslyn Kroop. *Do You Know What Time It Is?*
Allen, Jeffrey. Mary Alice. *Operator Number 9*
Behn, Harry. *All Kinds of Time*
Bodwell, Gaile. *The Long Day of the Giants*
Carle, Eric. *The Grouchy Ladybug*
Hay, Dean. *Now I Can Count*
Hutchins, Pat. *Clocks & More Clocks*
May, Charles Paul. *High-Noon Rocket*
Ness, Evaline. *Do You Have the Time, Lydia?*
Scarry, Richard McClure. *Richard Scarry's Great Big Schoolhouse*
Schlein, Miriam. *It's About Time*
Slobodkin, Louis. *The Late Cuckoo*
Watson, Nancy Dingman. *When Is Tomorrow*
Zines, Fennie, and Thompson, Elizabeth. *The True Book of Time*
Zolotow, Charlotte Shapiro. *Over & Over*

DAILY LESSON PLAN

UNIT: St. Patrick's Day DATE: March
TODAY'S EMPHASIS: Introduction to St. Patrick's Day; Ireland
CONCEPTS: St. Patrick's Day is celebrated every year on March 17.
St. Patrick was a priest who helped the Irish people.
Ireland is known as the Emerald Isle.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar - weather - flag.
2. Introduce the country of Ireland on globe; show on map, also.
3. Discuss St. Patrick
4. Discuss St. Patrick Day, date, and customs.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Free play

PRINTING

St Patrick's Day shamrock
March 17 clover
Ireland

MUSIC/LISTENING/READING

Songs of St. Patrick's Day

MATH/GAMES/PUZZLES

Sesame Street puzzles
"Let's make Faces"
Strawberries - Workjobs II
Water/land/air - Workjobs I

ART

Make stand-up shamrock people with yarn & scraps. Stand-up with triangle on the back. Green paint.

SCIENCE/SOCIAL STUDIES

Notebooks - Draw pictures of Ireland's flag.
Shamrocks - (sheet on color table) - Make different faces on them.

WOOD WORKING/SAND/WATER

Put green water in trough.
Or Mix colors in trough today.
Use white egg cartons, 3 jars of water colored the primary colors, & medicine droppers.

DRAMATIC PLAY

Shoe shop - pretend to be shoemakers - use hammers & play shoes.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Film - "Rumplestiltskin" or fun story.
2. Film - "Shoemaker & the Elves."

Books

St. Patrick's Day

394.26 B	Barth	Shamrocks, Harps, Skillelghs
394.26 C	Cantivell	St. Patrick's Day
F Jan	Janice	Little Bear Marches in St. Patrick's Day Parade
Calhoun, Mary.		The Hungry Leprechaun
Zimelman, Nathan.		To Sing a Song as Big as Ireland

DAILY LESSON PLAN

UNIT: St. Patrick's Day DATE: March
TODAY'S EMPHASIS: Leprechauns
CONCEPTS: Legend tells us there are 2 kinds of leprechauns: traveling (friendly) and those that live alone (mean & grumpy).

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar - weather - flag.
2. Discuss leprechauns. (2 kinds) - Show pictures. (read leprechaun poem)
3. Shoe Rumplestiltskin shadow box.
4. Teach "Rig a Jig Jig."
5. Make green jello in Shamrock shape pans.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

2 roller boards & roller.

MUSIC/LISTENING/READING

"Rig a Jig Jig"
Reading:
Bibliography
March Big Book Crossties

ART

Make shamrock masks or leprechaun popsicle-stick puppets.

WOOD WORKING/SAND/WATER

Green water in trough or mix colors again.

PRINTING

St. Patrick	Jello
leprechaun	green

MATH/GAMES/PUZZLES

Clocks & numbers
Sammy Game
Numbers & pegs
Around the World Lotto
Initial sounds box

SCIENCE/SOCIAL STUDIES

Observe clover in water. Use a magnifying glass.
Notebooks - Copy words on board.
- Draw shamrocks & leprechauns.

DRAMATIC PLAY

Set up a shoe shop.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Bingo with group. (rhyming)
2. Language Arts: Make a list of "p" words.

DAILY LESSON PLAN

UNIT: Spring DATE: March

TODAY'S EMPHASIS: Environmental Changes

CONCEPTS: Flowers & trees put on new growth in the spring. Seasons are determined by the position of the earth. Spring brings windy, rainy, & stormy weather.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Crossties Big Book: March (Discuss and show pictures of happenings in spring: warmer temperatures, rain, trees budding, greener, windier, etc.)
2. What causes spring? (use globe)
3. Spring is not the same everywhere.
4. Read poem "The Wind" - Crossties p. 139. Discuss you can't see the wind.
5. Pop some popcorn & compare to budding of tree leaves and blossoms.
6. Song: "Popcorn Popping," Mockingbird Flight, p. 138.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Closed

MUSIC/LISTENING/READING

"Popcorn Popping on the Apricot Tree," Mockingbird Flight, p. 138.
Reading:
Trolley books on spring season
Big Book Crossties: March

ART

Popcorn Trees - Cut out brown tree trunks & glue to construction paper. Glue on popcorn to represent buds. Glue popcorn on piece of paper to tape on tree that is painted on wall.

PRINTING

Buds
Green
Wind
Spring
Rain

MATH/GAMES/PUZZLES

Vegetables puzzle
Tree puzzle
Sequence season puzzle
Tulip puzzle
4 Seasons puzzle
Apple Tree game
Workjobs: apples & trees
Workjobs: trees & leaves
Mother blue jay & family puzzle
Baby pigs & mother puzzle

SCIENCE/SOCIAL STUDIES

Cut spring pictures out of magazines.
Make a class mural entitled, "SIGNS OF SPRING."

WOOD WORKING/SAND/WATER

Plant plastic flowers in sand. Use watering can to pretend to water flowers.

DRAMATIC PLAY

Provide spring cleaning items.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Alphabet recognition game.
2. Dramatize what to do in windy, stormy, rainy, & spring weather.
3. Explain: "March Comes in Like a Lion, Out Like Lamb."
4. Teach: "Leo The Lion," Mockingbird Flight.

DAILY LESSON PLAN

UNIT: Spring DATE: March
TODAY'S EMPHASIS: Plants
CONCEPTS: Flowers, plants, and trees put on new growth in the spring.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Review the cause of spring. (globe)
2. Song: "The Earth Spins Round the Sun"
3. Show several plants and use plant charts to discuss parts. (Discuss why there's new growth in spring.)
4. Experiment: Plant seeds in two containers. Place 1 in light and 1 in dark. Give water and 1 none. Observe over a period of time (days).
5. Discuss germination. Experiment with seeds in water. Watch during day.
6. Using carrots & celery, show the drinking of water by roots & stems.
7. Show & discuss the pussy willow.
8. Teach "Leo The Lion" & "How Many Raindrops."

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Free play

MUSIC/LISTENING/READING

"The Earth Spins Round the Sun"
Reading:
Crossties: Big Book
Trolley Books,
Bibliography

ART

Egg Carton Flowers - Give each child an egg carton cup & slit sides and fold out. Insert pipe cleaner for stem. Make several different colored ones. Or Daffodill Art.

PRINTING

Plant
Blossoms
Germinate
Root
Stem
Leaf
Green
Fruit
Seed

MATH/GAMES/PUZZLES

2 Puzzles on spring
Apple tree game
Workjobs: apples & trees
Math game: flowers with numerals: attach that number of paper clips on it.

SCIENCE/SOCIAL STUDIES

Grow roots from carrots, beets, radishes, turnips, pineapples.
Germinate seeds (some in light, some in dark)
Put celery in red water.

WOOD WORKING/SAND/WATER

Plant artificial flowers in sand.

DRAMATIC PLAY

Enjoying spring cleaning at home.
Resources - Indoor Gardening, Rainy Day Pastimes

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Filmstrip, "How Plants Live and Grow."
2. Teach Song, "How Many Raindrops."

DAILY LESSON PLAN

UNIT: Spring DATE: March
TODAY'S EMPHASIS: Animals in Spring
CONCEPTS: The animal babies are born in the spring.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Film - "Animals in Spring"
2. Show pictures of baby animals in spring or use the book The Animals of Buttercup Farm by Phoebe & Judy Dunn.
3. Discuss baby birds and nests.
4. Review names of baby animals & use Fisher Price Farm Sounds. ex. goose - gosling, cow - calf, sheep - lamb, cat - kitten, dog - puppy, horse - colt. Teach song: "Six Little Ducks"

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build farms, zoos, trees, and other animals homes. Use rubber animals & duck decoys.

MUSIC/LISTENING/READING

Set up listening center - 6 Diving Ducks
Reading:
Crossties: Trolley Books, Big Book

ART

Paper bag puppets: Lion or Lamb or wallpaper hats (Jennie's hat)

WOOD WORKING/SAND/WATER

Plant plastic flowers or plant seeds.

PRINTING

Babies
Nest
Spring
Nest
Young

MATH/GAMES/PUZZLES

Peg board - farmer, pigs, sheep, etc.
Farm lotto; Zoo lotto
Pig & blue jay puzzles
Legos; Lincoln logs
Animal puppets & theatre

SCIENCE/SOCIAL STUDIES

Workjob - "Where do baby animals belong"
Animal mother & baby match

DRAMATIC PLAY

Spring house cleaning.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Play: Guess Who I Am.
2. Read: Make Way for Ducklings.

DAILY LESSON PLAN

UNIT: Spring DATE: March

TODAY'S EMPHASIS: Spring Activities and Spring Clothing

CONCEPTS: Flying kites, planting flower gardens, baseball, outdoor play, and spring cleaning are spring activities. Spring activities usually require lighter clothing. You can't see wind, just its effects.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Review: Signs of spring.
2. Review: You can't see the wind. Only its efffects. Use fan to demonstrate.
3. Discuss March (In like lion, out like lamb).
4. Discuss activities: kites, baseball, house cleaning, lighter clothing, planting, baby animals.
5. Poem, page 153, Crossties.
6. Story - Springtime in Noisy Village or Jennie's Hat by Keats.
7. Sing: "How Many Raindrops."

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Creative block play

MUSIC/LISTENING/READING

"Let's Go Fly a Kite"
"How Many Raindrops" pg. 142,
Mockingbird Flight.

ART

Make paper kites. Staple on strings of cloth for tail. Use wallpaper pieces to make pictures of Jennie's Hat by Keats.

WOOD WORKING/SAND/WATER

Plant flowers or plant seeds. Put signs in sand that tell how many seeds to plant in each row.

PRINTING

Baseball
Garden
Kite
Wind
Flowers

MATH/GAMES/PUZZLES

ABC workjob
Number bingo
Can & straw count - workjobs
Addition box

SCIENCE/SOCIAL STUDIES

Notebook
Draw pictues and words that we've learned through studying spring in Language Experience Book.

DRAMATIC PLAY

Spring cleaning: Provide rags, mops, bucket, aprons, sponges, spray dust remover, etc.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Language arts activity: Write a story about spring.
2. Teach - "How Many Raindrops."

DAILY LESSON PLAN

UNIT: Spring DATE: March
TODAY'S EMPHASIS: Living & Non-Living Things
CONCEPTS: Plants and animals are living things. Paper, clouds, rocks, & dirt are non-living things.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. What does living mean? Introduce with song: "Put Your Finger in the Air!"
2. Name some living things. Show pictures.
3. What does non-living mean?
4. Name some non-living things.
5. Group activity: Put objects into 2 groups.
6. Read: It Looked Like Spilled Milk

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Creative block play.

MUSIC/LISTENING/READING

Review all songs

ART

Make cloud shapes & glue on blue paper. Or use wallpaper samples to cut out flowers, stems, & leaves and glue on construction paper.

WOOD WORKING/SAND/WATER

Plant flowers or seeds

PRINTING

Living
Non-living
Clouds
People
Rocks
Plants
Food

MATH/GAMES/PUZZLES

Various puzzles of living & non-living things
Pringle can math
Addition box

SCIENCE/SOCIAL STUDIES

Chart of living & non-living (Child puts picture on right chart)

DRAMATIC PLAY

Spring cleaning

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Let children guess what each other's cloud is.
2. Play: Mirrors game.

"The Wind" (from Crossties Manual)

The wind blew & blew (make sound)
It blew the clouds across the sky.
The little clouds began to cry
The big round sun began to shine
Up grew a straight & lovely vine.

Song: "Leo the Lion" (Mockingbird Flight)

Leo the Lion is the king of the jungle
and his jaws are big and wide.
Leo the lion, when he roars, It's a warning
that you'd better run away and hide.

Song: "Popcorn Popping On The Apricot Tree"

I looked out the window and what did I see.
Popcorn popping on the apricot tree.
Spring had brought me such a nice surprise.
Blossoms popping right before my eyes.
I could take an armful & make a treat.
A popcorn ball that would smell so sweet.
It wasn´t really so, but it seemed to be
Popcorn popping in the apricot tree.

Song: "The Earth Spins Round the Sun"
(Tune "Farmer In the Dell")

The earth spins round the sun
The earth spins round the sun
Spring & summer, fall & winter.
The earth spins round the sun.

Song: "How Many Raindrops" (Mockingbird Flight)

Pitter Patter, Pitter Patter, Pat
See the raindrops come, falling one by one.
How many raindrops make a storm
One little raindrop, No, No, No.
Two little raindrops, No, No, No.
Three little raindrops, No, No, No.
Four little raindrops, No, No, No.
Five little raindrops, No, No, No.
Millions of raindrops make a storm.
Billions of raindrops make a storm.
Pitter Patter, Pitter Patter, Pat.
See the raindrops come, falling one by one.

Stuff some clouds & hang in room!

Make bubbles: plastic cup, liquid detergent, cooking oil, water,
bent hair pin or paper clip.

Look p. 50 - by Joy Wilt.

Mockingbird Flight has many great songs about animals.

Song: "Put Your Finger in the Air, in the Air"
(Tune of : "If You're Happy & You Know It")

Put your finger in the air, in the air.
Put your finger in the air, in the air.
Put your finger in the air & test the air up there.
Put your finger in the air, in the air.

Put your finger on your cheek, on you cheek
Put your finger on your cheek, on your cheek
Put your finger on your cheek & leave it there for a week.
Put your finger on your ckeek, on your cheek.

On your nose, is this where cold wind blows
On your belly, make it shake like apple jelly.

Mirror Game

Each child gets a partner. One child is the mirror & must do what the other child does.

Books

Spring

When Spring Comes - Fox
Your First Garden - Brown
This Farm Is a Mess - Leslie McGuire
Who Goes There In My Garden - Collier
Eric Plants A Garden - Dudlow
The Tomato Patch - Wondrisku
You're Friend, the Tree - White
"It's Spring," She Said - Blos
Flowers, Fruits, Seeds - Parker
Flowers of a Woodland Spring
Let's Find Out About Spring - Shapp
The Plants - Went
The Day We Saw The Sun Come Up - Goudey
The Wind Blew - Hutchins
The Day
Seeds-Pop-Stick-Glide - Lauber
Seven Diving Ducks - Friskey
Euphonia & the Flood - Calhoun
Green is for Growing - Lubbell
The Good Rain - Goudey
Barney Biipple's Magic Dandelions - Chapman
Carrie Hepple's Garden - Craft & Haas
Miss Jaster's Garden - Bodecker
The Remarkable Plant in Apt. 4 - Maestro
Giberto & the Wind - Hall Eets

DAILY LESSON PLAN

UNIT: Dinosaurs DATE: March
TODAY'S EMPHASIS: Introduction to Dinosaurs
CONCEPTS: Dinosaurs lived on the earth over 100 million years ago. Dinosaurs were reptiles. They had tough skins, laid eggs, had lungs, and lived on the land. They had the same needs as animals today.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Ask riddle: "What is huge, no longer lives, laid eggs, had tough skin, and lived over 100 million years ago?" Yes, a dinosaur is the answer.
2. What is a dinosaur? Let children tell their ideas. Also discuss meaning of extinct.
3. Tell what the word meant in Greek! (terrible lizard)
4. Discuss facts and show time line. (Show various pictures to explain facts.)
5. Teach Song - "One Dinosaur"
6. Read: Danny and the Dinosaur

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Use large plastic dinosaurs. Use blocks to build dinosaurs and skeletons. Pretend to find the bones.

PRINTING

dinosaur
egg
large
terrible lizard
reptile
shell

MUSIC/LISTENING/READING

Put on music to move like a dinosaur would.

MATH/GAMES/PUZZLES

Dinosaur Puzzles
Game: pictures of dinosaur to line up smallest to largest
Put small plastic dinosaurs here to count
Bacon and Eggs Math

ART

Use flour/salt clay to mold dinosaurs.

SCIENCE/SOCIAL STUDIES

Pictures, words - Make names of dinosaurs and letters for match up.

WOOD WORKING/SAND/WATER

Hide bones in sand. Children pretend to be paleontologists and dig. Use Khaki shirts and hats, paintbrushes, picks, etc.

DRAMATIC PLAY

Set up a Flintstone house.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Review song "One Dinosaur." Put on record and move as a dinosaur would.

Facts: They lived over 100 million years ago.
They were all sizes. (some small and large) pp. 12, 17, 52
They were reptiles and had lungs and breathed air. Some had plates on back, tough skin, and laid eggs. p. 20
The dinosaurs needed the same things to survive that animals need today: air, water, and food.
How do we know about dinosaurs? Paleontologists found their bones, fossils, and skeletons.
Why aren't there dinosaurs still living today? (A glacier, volcano, heat)
Fossils are found in fields, building sites, volcanoes, mountains, quake sites. (Childcraft, Volume 5, p. 250)

"Album of Dinosaurs" by Tom McGowen (Childcraft, Volume 5)

DAILY LESSON PLAN

*Childcraft, Volume 5, pp. 244-245

UNIT: Dinosaurs DATE: March
TODAY'S EMPHASIS: Plant Eaters - Triceratops (Brontosaurus, Ankylosaurus, Stegosaurus)
CONCEPTS: Many of the dinosaurs were plant eaters (herbivores) such as the Triceratops, Brontosaurus, Ankylosaurus, Stegosaurus.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Review paleontologists. Give out hunting license. Have hidden in room plastic or paper plant eater dinosaurs. Let each child find one and bring back to group.
2. Discuss the habitat of the earth then and what plant eaters would have eaten.
3. Discuss Stegosaurus first. Use puzzle. Discuss plates, egg, brain.
4. Then discuss and use plastic dinosaurs to show the other dinosaurs.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Use large plastic dinosaurs and blocks to build the earth and environment of when dinosaurs lived.

PRINTING

Triceratops
Brontosaurus
Ankylosaurus
Stegosaurus

MUSIC/LISTENING/READING

Have a Flintstone story record on, if possible.
Reading: The Flintstone

MATH/GAMES/PUZZLES

Dinosaur Puzzles
Crazy Animal Puzzles
Dinosaur Card Game
Picture Dinosaur
  - largest to smallest
Use small plastic dinosaurs for counting.

ART

Use shoe boxes and paper dinosaurs, plants, and scenery to create a diarama.

SCIENCE/SOCIAL STUDIES

Words of dinosaurs and letters for match up
Connect the Dots dinosaur

WOOD WORKING/SAND/WATER

Hide bones in sand.
Use khaki hats and shirts, paintbrushes, and picks to hunt for dinosaur bones.

DRAMATIC PLAY

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Play "Mother May I" (use dinosaur steps).
2. Teach "Dinosaur Diet" song.
3. Read story - Amy's Dinosaur and In the Times of the Dinosaurs by William Wise.

DAILY LESSON PLAN

UNIT: Dinosaurs DATE: March

TODAY'S EMPHASIS: Flesh Eaters - Tyrannosaurus, Allosaurus, Dimetrodon

CONCEPTS: Some dinosaurs were flesh eaters, such as the Tyrannosaurus. Flesh eaters are called carnivores.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Begin with "Dinosaur Chant."
2. Discuss why you'd be scared of a dinosaur.
3. Introduce the tyrannosaurus and its facts.
4. Show pictures of dinosaur skeletons and human skeleton and compare.
5. Sing "One Little, Two Little Dinosaurs."
6. Discuss contributions dinosaurs have given us, such as oil.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Use large plastic dinosaurs and blocks to set the scene for the age of dinosaurs.

PRINTING

Flesh eater Tyrannosaurus
egg skeleton
ton oil

MUSIC/LISTENING/READING

Have a record on to move about as dinosaurs would move. Fly like a pteranodon. Make a noise like a allosaurus. Stretch like a brontosaurus eating leaves on a tree.

MATH/GAMES/PUZZLES

Small plastic dinosaurs for counting
Play dough or clay
Dinosaur Puzzles
Crazy Puzzles
Game: Dinosaur pictures
 - arrange from smallest to largest

ART

Let everyone make paper mache' dinosaur eggs.

SCIENCE/SOCIAL STUDIES

Dot-to-Dot dinosaur pictures
Words and letters of dinosaur names to match up

WOOD WORKING/SAND/WATER

Hide bones in sand. Children pretend to be a paleontoligist and dig for bones. Use khaki shirts and hats, paintbrushes, picks, etc.

DRAMATIC PLAY

Pretend to be the Flintstones.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Use Language Experience to put something in it about dinosaurs.

Song: "One Dinosaur Went Out to Play"

One dinosaur went out to play
Out on a spider's web one day.
He had such enormous fun.
He called for another dinosaur to come.

Dinosaur Chant

Here comes a dinosaur
Walking down the street.
I think he is someone
I do not want to meet.

Song: "Dinosaur Diet"

Long ago a dinosaur
lived in our own state.
He had a healthy appetite,
and this is what he ate:
Green leaves and tops of trees
small plants and tall weeds;
What a funny diet!
I wouldn't like to try it.

DAILY LESSON PLAN

UNIT: Dinosaurs DATE: March
TODAY'S EMPHASIS: April Fool's Day
CONCEPTS: April Fool's Day is a day of fun to play safe jokes on others.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Begin with a note hunt around the room. One note leads to another and the last note says no surprise. Just April Fool's.
2. Discuss the origin of April Fool's Day.
3. Read April Fools by Fernando Krahn.
4. Discuss making egg salad from dinosaur eggs.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Keep large plastic dinosaurs and use to build dinosaur scenes of long ago.

PRINTING

Triceratops
Brontosaurus
Ankylosaurus
Stegosaurus

MUSIC/LISTENING/READING

Have a Flintstone record on.

MATH/GAMES/PUZZLES

Dinosaur Puzzle
Crazy Animal Puzzle
Dinosaur Card Game
Picture Dinosaur: arrange from largest to smallest
Use plastic dinosaurs with Dinosaur Math

ART

Cook egg salad during center time. Pretend they are dinosaur eggs for an April Fool's joke.

SCIENCE/SOCIAL STUDIES

Coloring sheet of dinosaur
Words and letters to match up names of dinosaurs

WOOD WORKING/SAND/WATER

Hide bones in sand and use khaki hats and shirts, paint brushes, and picks to hunt for dinosaur bones.

DRAMATIC PLAY

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Language Experience: Make up a story about a dinosaur such as "If I Had a Dinosaur for a Pet."
2. Discuss and make chart of fact/fiction. Discuss fears and apprehensions about dinosaurs.

Egg Salad: boiled eggs, pickle relish, crackers, mayonnaise, salt.
Pan, bowl, forks, knife, spoon

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DAILY LESSON PLAN

UNIT: Dinosaurs DATE: March
TODAY'S EMPHASIS: Flying Dinosaurs and Conclusions
CONCEPTS: Pterosaur was a flying dinosaur. Dinosaurs are like present animals such as the alligator, turtle, and lizard. There are many theories about how the dinosarus became extint, such as glaciers, changes in the climate, and the increase in mammals.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Pterosaur: Discuss facts about it.
2. Name and list ancestors of dinosaurs. (turtle, snake, alligator, lizard)
3. Discuss and show pictures of theories of what happened to the dinosaurs. (Include such words as extinct.)
4. Teach "Dinosaur Diet" song.
5. Read A Dozen Dinosaurs by Richard Armour.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Use blocks and plastic dinosaurs to set the scene for the age of the dinosaur.

PRINTING

dinosaur flying
reptile

MUSIC/LISTENING/READING

Move like a dinosaur to music.
Reading: Bibliography

MATH/GAMES/PUZZLES

Dinosaurs
Game - pictures of dinosaurs - smallest to largest
Small plastic dinosaurs for counting
Bacon and Eggs Math
Dinosaur habitat

ART

Finish eggs (paint)

SCIENCE/SOCIAL STUDIES

Words and letters of dinosaurs
Dot-to-Dot
Coloring Sheet

WOOD WORKING/SAND/WATER

Hide bones in sand. Children pretend to be paleontologists. Use khaki shirts and hats, paintbrushes, and picks.

DRAMATIC PLAY

Pretend to cook dinosaur eggs at home.
Use plastic Easter eggs.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Have a parade of the Dinosaurs. Discuss and name things in categories: Old - New (or) Past - Present (or) Yesterday - Today.
2. Read The True Book of Dinosaurs by M. L. Clark.
3. Make up a recipe for brontosaurus steak, dinosaur soup, or dinosaur egg salad.

Pteranodon

flying reptile - p. 232, Childcraft, Volume 5
many were the size of bats - p. 246, Childcraft, Volume 5
no reptiles today can fly or have hair
no feathers but leathery skin - size of sparrow to 20 feet wide
hung upside down
were probably gliders

Books

Dinosaur Funny Bones - Jean Burt Polhamus
Danny and the Dinosaur - Syd Hoff
Dinosaur Time - Peggy Parish
The Dinosaur Book - Golden Shape Book
The Big-Little Dinosaur - Darlene Geis
A Book to Begin on Dinosaurs - Eunice Holsaert
Dinosaurs - Wonder Starters
My Little Dinosaur - Ilse-Margaret Vogel
Dinosaurs - Jane Werner Watson
Bronto the Dinosaur - Dorothy Thompson Landis
Prehistoric Monsters Did the Strangest Things - Leonara and Arthur Hornblow
Quiet on Account of Dinosaurs - Jane Thayer
The Wonderful Egg - Dahlov Ipcar
If I Rode a Dinosaur - Mirian Young
Days of the Dinosaurs - Kathryn Jackson
Dinosaurs Giants of the Past - Eileen Daly
Dinosaurs and Other Prehistoric Animals- Darlene Geis
The Giant Golden Book of Dinosaurs and Other Prehistoric Animals - Jane W. Watson
Album of Dinosaurs - Tom McGowen
Dinosaurs: A Golden Play and Learn Book - Laura French
The How and Why Wonder Book of Prehistoric Mammals - Martin L. Keen
Rocks and Minerals - Alice Fitch Martin and Bertha Morris Parker
The Golden Stamp Book of Animals of the Past - Rose Wyler and Gerald Ames
Dinosaurs Sticker Book - Western Publishing Co.
Dinosaurs: A Golden Exploring Earth Book - Martin and Parker
Dinosaurs, The Story Behind the Scenery - Allan Haygood
Dinosaurs and Other Ancient Reptiles and Mammals - Alfred Leutscher
Dinosaur Joke Book - Sam Berman

DAILY LESSON PLAN

UNIT: Easter DATE: April
TODAY'S EMPHASIS: Custom
CONCEPTS: Children enjoy coloring or dying eggs and hiding them as an Easter custom. Baby ducks or chicks are sometimes given to children at Easter time. Many towns have Easter parades & families participate in special activities at Easter time.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar - weather - flag.
2. Childcraft, Vol. 9: Easter customs around the world. pp. 93, 107, 350, 351, 299.
3. Use Easter's pictures & discuss getting baby chicks & ducks for Easter.
4. Review the egg from chicken to home.
5. Do Science experiment with the egg in salty & unsalted water.
6. Review a dozen & give each child an egg carton. Let them later make a dozen paper eggs.
7. Go over process of dying eggs.
8. Read: A Surprise for Mrs. Bunny.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build farms, pens, or warrens for baby chicks, ducks, rabbits.

PRINTING

Stamp kits: Make pictures of chicks & ducks using fingerprints. Write on card the name of it.

Easter eggs chicks
ducks

MUSIC/LISTENING/READING

"Six Little Ducks"
"Little White Duck"
"Seven Diving Ducks"

MATH/GAMES/PUZZLES

Chicken & egg puzzle
Bacon & eggs
Spring & Easter puzzle
Egg carton eggs (match numbers)
 - Use egg cartons to sort toys into groups of 1 dozen.

ART

Dye Easter eggs.

SCIENCE/SOCIAL STUDIES

Experiment: 3 c. water. Put in egg. See what happens. Add 1/2 c. salt. Put in egg. See what happens. Compare raw & boiled egg.

WOOD WORKING/SAND/WATER

Put plastic eggs in sand or paper carrots in rows with number signs at each row. Boiled egg and Float/Sink Experiment in water. (salty & unsalted water).

DRAMATIC PLAY

Discuss oval. Display things that are oval shaped.
Clean house for company.
Dress up for Easter.
Pretend to have egg hunts.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Easter Weekly Reader.
2. Play: Easter Egg March (like musical chairs)
3. Read: Fletcher & the Egg.
4. Review "Rr" or View ETV: "Mr. R" The Letter People
5. Horton Hatches an Egg

DAILY LESSON PLAN

UNIT: Easter DATE: April
TODAY'S EMPHASIS: Rabbits - Cottontail (Hares)
CONCEPTS: Cottontails & rabbits are associated with Easter. Rabbits & hares are closely related. Rabbits are used by man as pets & for food & clothing.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar - weather - flag.
2. Discuss rabbits & cottontails. Use pictures to discuss their food, environment, relatives, babies, etc. (Mr. Smith)
3. Teach "Here Comes Peter Cottontail" (let one fur child be Peter).
4. Read: Peter Rabbit.
5. Help children learn the bunny hop. Make bunny headbands to be used in doing the bunny hop later.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build rabbit pens & warrens. Let children bring stuffed rabbits from home to use.

MUSIC/LISTENING/READING

Easter record -
"Here Comes Peter Cottontail,"
"Little Cottage In The Woods"

ART

Use wallpaper sample books and make Easter bunnies on construction paper.

PRINTING - ink & ink pads

rabbit
Peter
Cottontail
Use fingerprints to print a rabbit.
Then write on paper what it is.

MATH/GAMES/PUZZLES

Spring & Easter puzzle
Phonics box - "R"
Color & shape bingo
Nutrition game

SCIENCE/SOCIAL STUDIES

On plain paper, let children draw an Easter egg village. (egg houses, egg cars, etc.)

WOOD WORKING/SAND/WATER

Put plastic eggs in the sand or paper carrots planted in rows in the sand. Use plastic eggs with numbers on them to put that number of beans in them.
Do the boiled egg float/sink experiment in water.

DRAMATIC PLAY

Clean house for company. Dress up for Easter. Pretend to have egg hunts, etc.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Read: Old Man Rabbits Dinner Party.
2. Read: The Egg Tree. Let children make paper eggs & put on a branch planted in a large pot.

DAILY LESSON PLAN

UNIT: Easter DATE: April
TODAY´S EMPHASIS: The True Meaning of Easter
CONCEPTS: Some people celebrate the rising of Jesus from the dead on Easter. Some people just celebrate the Easter Bunny traditions on Easter.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar - weather - flag.
2. Five Little Rabbits "finger play"
3. Begin discussing religious emphasis.
3. Childcraft Vol. 9, p.314. Religious Easter customs.
4. Read: Keri & the 1st Easter or Glad Easter Day.
5. Let children tell what they do on Easter.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build churches, crosses, etc.
or build bunny homes, eggs, nests.

MUSIC/LISTENING/READING

Easter Parade

ART

Make grass out of paper. Then make & glue in the grass, eggs, flowers, bunnies, chicks, etc. Make paper bunnies & glue on toilet tissue roll. Glue cotton ball on the back.

WOOD WORKING/SAND/WATER

Put paper carrots in sand in rows with numbers on rows. Leggs eggs and bean measure. Boiled egg: Float/Sink experiment in salty water/unsalted water.

PRINTING

stamp kit
Easter
Good Friday

MATH/GAMES/PUZZLES

Sandpaper letters
Let´s make faces
*Color & shape bingo
Number pegs
Mousetraps

SCIENCE/SOCIAL STUDIES

Humpty Dumpty Worksheet - cut out & glue back together.
Display pictures of other animals hatched from eggs. Then let children cut out eggs from folded piece of paper, decorate outside. Children draw inside an animal.

DRAMATIC PLAY

Dress up for Easter.
Pretend to hunt eggs,
or go to church,
or go to parades, etc.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Hide paper carrots or eggs in room. Give each child a paper with a number on it. Then they find that number of carrots or eggs.
2. Play: Pin the tail on the rabbit. Use white paper circle.
3. Read: Golden Egg Book.
4. Have an Easter Parade. Teach the song.
5. Read: Jennie's Hat by Keats.

DAILY LESSON PLAN

UNIT: Easter DATE: April
TODAY'S EMPHASIS: Easter Party
CONCEPTS:

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Egg hunt.
2. Free & organized play. Outside party games: Bunny hop race, egg in spoon race, egg roll race (use head only).

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

MUSIC/LISTENING/READING

ART

WOOD WORKING/SAND/WATER

PRINTING

MATH/GAMES/PUZZLES

Peter Rabbit game: Children hold hands in circle. One child is Peter on the inside of the circle. Mr. Gregor is outside the circle. He tries to get in the circle to get Peter.

SCIENCE/SOCIAL STUDIES

DRAMATIC PLAY

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Language Experience Book: Draw pictures of what was learned this week. Teacher writes down the child's words about the picture.

Finger Play: "5 Little Rabbits"

Five little rabbits sitting near a tree;
First one said, "The Easter Bunny's me!"
Second one said, "I've a hat on my head."
Third on said, "I'll paint the eggs red."
Fourth one said, "But that will never do;
Everyone knows Easter eggs are blue."
Fifth one said, "Let's not quarrel today!
Come! Let's hop & hop away.

Float/Sink Experiment

A boiled egg will float in salty water,
but not in unsalted water.

Books

Adams, Adrienne. The Easter Egg Artist
Armour, Richard Willard. The Adventures of Egbert the Easter Egg
Balian, Lorna. Humbug Rabbit
Benchley, Nathaniel. The Strange Disappearance of Arthur Cluck
Brown, Margaret Wise. The Golden Egg Book
Brown, Margaret Wise. The Runaway Bunny
Duvoisin, Roger Antoine. Easter Treat
Friedrick, Priscilla, & Friedrick, Otto. The Easter Bunny That Overslept
Green, Adam. The Funny Bunny Factory
Heyward, Dubose. The Country Bunny & the Little Gold Shoes
Kraus, Robert. Daddy Long Ears
Maril, Lee. Mr. Bunny Paints the Eggs
Priolo, Pauline. Piccolina & the Easter Bells
Tresselt, Alvin R. The World in the Candy Egg
Tudor, Tasha. A Tale for Easter
Wahl, Jan. The Five in the Forest
Wiese, Kurt. Happy Easter
Zolotow, Charlotte Shapiro. The Bunny Who Found Easter
Zolotow, Charlotte Shapiro. Mr. Rabbit & the Lovely Present
Watts, Franklin. Let's Find Out About Easter
Schulz, Charles. It's the Easter Beagle, Charlie Brown
Friskey, Margaret. Rockety That Very Special Rabbit

DAILY LESSON PLAN

UNIT: Farm Animals DATE: April
TODAY'S EMPHASIS: Horses & Donkeys
CONCEPTS: Horses & donkeys are relatives. Horses & donkeys are helpful to farmers.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Review all the uses of horses in the past & how they're helpful today.
2. Discuss the differences between a horse & donkey. Discuss facts of each one.
3. Read: Donkey, Donkey.
4. Have a stick horse relay.
5. Begin reading The Black Stallion.
6. Show horseshoes, saddle, spurs, chaps, hat, bridle.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Use blocks & plastic farm animals to make a farm.

MUSIC/LISTENING/READING

"Old McDonald Had A Farm"
Reading:
Donkey Donkey - by Duvoisin
Horses - by Posell

ART

Draw animals out of numbers & letters.

WOOD WORKING/SAND/WATER

Put swimming animals in water or farm animals in the sand.

PRINTING

horse
mare
foal
colt
tail
donkey
hoof

MATH/GAMES/PUZZLES

Horse puzzle
ABC game
Winnie the Pooh game
3 Billy Goats Gruff puzzle
Animal in cage by initial sound
Mouse trap motel

SCIENCE/SOCIAL STUDIES

Cut out pictures of what horses & donkeys provide us.

DRAMATIC PLAY

Barn: Hay, stuffed animals, feed & care for them. Duck, donkey, dog, frog, cardboard cow.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Film: "Old McDonald Had A Farm."
2. Play "Farmer In The Dell."

DAILY LESSON PLAN

UNIT: Farm Animals DATE: April
TODAY'S EMPHASIS: Cattle; Goats.
CONCEPTS: Cattle provide Americans with most of their meat. Goats are called the "poor man's cow" sometimes.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Discuss cows & facts about them. Use flow chart to explain the milk process from farm to market.
2. Show a cow horn.
3. Discuss goats & what they do for us. (cashmere, mohair goatskins).
4. Cook pudding.
5. Read Crossties, p. 179 - poem.
6. Read *Flip* by Moncure.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build farms, pens, & pastures.

MUSIC/LISTENING/READING

"Farmer In the Dell"
Veronica Goes To Petunia's Farm by Duvoisin

ART

Button art: Glue on button for eye & draw farm animal around it.

WOOD WORKING/SAND/WATER

Put small farm animals in sand with fences, etc.

PRINTING

farm goat nannie
cow kid
calf cattle

MATH/GAMES/PUZZLES

Nutrition Board game
Nutrition cards
Flannel set of farm animals
Milkman (number game)
Fisher Price Farm
Light bright
Farm animal puzzles
Farm lotto
Ice Cream Cones math (workjobs)

SCIENCE/SOCIAL STUDIES

Cut out pictures of what these animals provide.
Mother to baby match.

DRAMATIC PLAY

Barn: Milk the cow & care for other animals there. (duck, dog, donkey, frog, rabbit, cat).

606

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Distribute capital letters & lower case. Let children find their partner.
2. Play: "Farmer In The Dell."

DAILY LESSON PLAN

UNIT: Farm Animals DATE: April
TODAY'S EMPHASIS: Sheep & Lambs/Pigs & Hogs
CONCEPTS: People get many things from sheep & lambs and pigs & hogs. Sheep provide us with meat and wool. Hogs give us meat and leather.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. "Little Boy Blue."
2. Discuss facts about sheep & what we get from them.
3. Sing: "Baa, Baa Black Sheep."
4. "Little Bo Peep"
5. Show products from sheep.
6. Discuss hog facts.
7. Show products form hogs.
8. Listen to 3 Little Pigs.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Use blocks & farm animals to create a farm scene.

MUSIC/LISTENING/READING

Record: 3 Little Pigs
Reading:
The Pig Who Saw Everything
by Dick Gackenbach

ART

Provide a sheep pattern. Glue cotton on to represent wool.

WOOD WORKING/SAND/WATER

Put farm animals in sand.

PRINTING

sheep
sow
hog
lamb
pig

MATH/GAMES/PUZZLES

Pig puzzle
Bacon & Eggs
Goose puzzle
Animal Habitat
Sequence Chicken puzzle
Peg boards with animal pegs
Fisher Price Farm

SCIENCE/SOCIAL STUDIES

Use magazines to cut out pictures of things we get from these animals.

DRAMATIC PLAY

Barn: Milk the cow & care for other animals. Use hay & stuffed animals.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Sing: "Mary Had A Little Lamb."
2. Discuss processes of preserving food such as freezing, canning, preservatives, fruit fresh.
3. Introduce subtraction.

DAILY LESSON PLAN

UNIT: Farm Animals DATE: April
TODAY'S EMPHASIS: Ducks & Fish
CONCEPTS: A duck is a bird raised on a farm sometimes and it provides man with down. Catfish are now raised on many farms and provides man with fish to eat.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Read: The Ugly Duckling.
2. Discuss facts about ducks. Use a down jacket, stuffed duck, & a duck decoy.
3. Do the duck walk & have a race.
4. Teach: "Six Little Ducks."
5. Discuss catfish, its facts. Show one.
6. Sing: "One, Two, Three, Four, Five."

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build a farm, pen, ponds, farm animals.

MUSIC/LISTENING/READING

Reading & cassette - Seven Diving Ducks "1,2,3,4,5"
Reading:
Make Way for Ducklings
by McCloskey

ART

Feather art or fish bone prints. Put cotton balls in yellow powder paint to make 7 diving ducks.

WOOD WORKING/SAND/WATER

Put swimming animals in water. Put farm animals in sand.

PRINTING

flock
drake
duck
duckling
webbed feet
bill
fish
catfish

MATH/GAMES/PUZZLES

Go Fishing
Fisher Price Farm
Farm lotto
See & Say
Flannel Farm Animals
Sequence puzzles - ducks, cats, dogs.

SCIENCE/SOCIAL STUDIES

Cut out pictures of what these animals provide us.

DRAMATIC PLAY

Barn: Milk the cow & care for the for the stuffed animals. Use hay if desired.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. My Notebook or Weekly Reader.
2. Use chalk to draw chalk pictures on sidewalk outside.
3. Story: Make Way For Ducklings.

DAILY LESSON PLAN

UNIT: Farm Animals DATE: April
TODAY'S EMPHASIS: Roosters, Chickens
CONCEPTS: Roosters and chickens are birds on the farm that provide the farmer with meat and eggs.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. See & Say - Fisher Price (listen to animal sounds).
2. Discuss facts about chickens using pictures, feathers, & eggs.
3. Break an egg & look inside & discuss its parts.
4. Boil an egg. Peel & taste it.
5. Discuss hatching and put eggs in incubator.
6. Read Green Eggs and Ham or Chicken Little.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Use rubber farm animals & to build pens & pastures.

MUSIC/LISTENING/READING

Green Eggs & Ham or
Don't Count Your Chicks - Aulaire
Chicken Little, Wake Up Farm
What Is a Chicken

ART

Feather art - paint with feather.
Egg shell art - dye egg shells with food coloring. (or)
Mix cotton balls in dry tempra & glue on pix in shape of chick.

WOOD WORKING/SAND/WATER

Place small farm animals & plastic eggs in sand.

PRINTING

Rooster
Chicken
Chicks
Hen
Comb

MATH/GAMES/PUZZLES

Fisher Price Farm
Bacon & Eggs math
What's Cooking game
Chicken puzzle sequence
Find a Pair - puppy
Sequence Pigs - dog, cat, duck, house, tree.

SCIENCE/SOCIAL STUDIES

Incubator & eggs.
Add pictures to poster of what animals provide us.

DRAMATIC PLAY

Barn: Milk the cow & care for other animals.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Flannel story: Mrs. Goose's Party (or) Film: "Old MacDonald Had a Farm."

DAILY LESSON PLAN

UNIT: Farm Animals DATE: April
TODAY'S EMPHASIS: Field Trip to the South Farm
CONCEPTS:

8:00-8:30	12:00-12:30	FREE TIME/GROUP TIME

1. Explain the trip: what to expect, what is expected, rules of conduct.

* TRIP TO SOUTH FARM & VET SCHOOL

8:30-9:30	12:30-1:30	LEARNING CENTERS

BLOCKS	PRINTING
MUSIC/LISTENING/READING	MATH/GAMES/PUZZLES
ART	SCIENCE/SOCIAL STUDIES
WOOD WORKING/SAND/WATER	DRAMATIC PLAY

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Write a thank you letter as a group to the farm workers.
2. Language Experience Notebooks

Books

Farm Animals

Make Way For Ducklings - Robert McCloskey
The Farm Book - Jan Pflag
Our Veronica Goes to Petunia's Farm - Roger Duvoisin
Animals on the Farm - Feodor Rojankavsky
Chicken Ten Thousand - Jacqueline Jackson
The Ugly Duckling - Hans Christian Anderson
What Is a Cow? - Gene Darby
My Little Hen - Alice and Martin Provensen
Baby Farm Animals - Garth Williams
Petunia - Roger Divoisin
Animal Families - Ann Weil
What Do The Animals Say? - Grace Shaai
Donkey Head - Lise Weil
Rosie's Walk - Pat Hutchen's
The Little Tiny Rooster - Will & Nicolas
The Truffle Pig - Claire Hucher Bishop & Kurt Wiese
The Great Big Animal Book
Our Animal Friends at Maple Hill Farm - Alice and Martin Provensen
Old MacDonald's Farm - Sheena Morey
House Farm - Pat Johnson
Album of Horses - Marguerite Henry
What Is A Chicken? - Gene Darby
The True Book of Farm Animals
All Kinds of Cows - Madeline M. Dadd
The Big Book of Horses - Edward L. Chase
The Animals of Buttercup Farm - Dunn
Grandpa's Farm - Flora
The Swineherd - Anderson
Little Chicks Big Day - Kwitz
Balarin's Goat - Berson
Farm Babies - Freedman
Once Upon MacDonald's Farm - Gammell
Flip - Moncure
The Farmer & His Cows - F. Floethe
Benny's Animals & How He Put Them in Order - Millicent E. Selsam
Two Lonely Ducks - Roger Duvoisin
The Egg Book - Jack Kent
Some Animal Fun; Just For Fun - Joan Cole
The Old Woman and Her Pig - Paul Galdone
The Three Billy Goats Gruff - Paul Galdone
The Day the Cow Sneezed - James Flora
Animal Doctor What Do They Do - Carla Greene
Picture Book Farm - Lucy Hawkinson
A Farmer Is A Friend - Joan Cole
On the Sunny Side - Dan Potter

Farm to Market - Joan Cole
Wake Up Farm - Alvin Tresselt
The Little Red Hen - William Curtis Holdsworth
Bambi Gets Lost - Albert G. Miller
Donkey - Donkey - Roger Duvoisin
Farm Helpers - Evely Payton
The Little Wooden Animal Book - Alice Dalgliesh
Sun Up - Alvin Tresselt
What Is A Chicken? - Gene Darby
The Little Farm - Louis Lenski
Little Hatchy Hen - James Flora
About Mooloo the Calf - Jeean Boreman
I Want To Be A Farmer - C. Green
Don´t Count Your Chicks - Ingri & Edgar Darind Aulaire

793.7 T	Thaler	What´s Up Duck
F Hut	Hutchins	Follow That Bus!
F Aul	Aulaire	The Terrible Troll - Bird
C 636 A		Animals That Help Us (picture foldouts)
631 M	Mary	Old MacDonald´s Farm
F Fre	Freschet	Where´s Slinrietta´s Hen?

DAILY LESSON PLAN

*White paper bags: Pretend to be in astronaut training school. At the end of the week, have astronaut graduation.

UNIT: Space DATE: April
TODAY'S EMPHASIS: The Astronaut (Introduction to Space)
CONCEPTS: We all occupy space. Outer space is emptiness. Astronauts are trained people who are prepared to go into outer space, travel and work in space.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Introduction: What is space? We occupy space.
2. What is an astronaut? (Health, qualifications, preparations, functions, duties, spacesuit, etc.)
3. Do some exercises.
4. What happens in space? Blast off, count down, weightlessness
5. Show pictures.
6. Teach: "Space Song."

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build spaceships, rockets, launching pads, etc.

PRINTING

astronaut space
spacesuit

MUSIC/LISTENING/READING

Space record - "Beep Beep"

MATH/GAMES/PUZZLES

Space and Astronaut Puzzles
Snap and Bolt
Snap and Play
- (Construct spaceships)

ART

Use white paper bags to make space helmet. Cut out holes for face. (or) Use patterns and draw astronaut. Glue on meat tray. Cut in shape of spaceship.

SCIENCE/SOCIAL STUDIES

Science charts, pictures of space, weight balance (use blocks)

WOOD WORKING/SAND/WATER

Nail odd wood pieces together to build spaceships.
Water: Float/Sink Experiment

DRAMATIC PLAY

Set up Space Station - Space ships (made out of washing machine box), white jackets (T-shirts), control station, helmets (boxes covered with foil).
Have a decontaminator box.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Go over the float/sink experiment with the group.

Exercise - get in shape, 34 year old, B.S. degree in science or engineering, pilot training - 6 months
Why be one?

Space is emptiness - has no light, cold temperature, no air, no water. It is full of stars, gas, dust, comets, meteoroids.

"Space Song"

Put on your space helmet.
Put on your spacesuit.
Strap an oxygen tank to your back.
We'll take a long trip in our rocket ship
Thousands of miles to the moon and back..
5, 4, 3, 2, 1, 0 Blast off!

DAILY LESSON PLAN

*ETV, Ripples, "Out to the Moon," "Going Home to Earth," and "How Do You Know"

Dragons Wagons and Wax: "Number One Sun"

UNIT: Space DATE: April
TODAY'S EMPHASIS: Spaceship and Launching Pad
CONCEPTS: Spaceships are usually in 3 parts. They are put into space off a launching pad. In space, there is no gravity.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Use pictures to discuss the spaceship and launching pads. Use a balloon to illustrate and to talk about the blast off.
2. Discuss weightlessness and parachutes.
3. Lay chairs flat and pretend to be in space. Talk through a space trip.
4. Discuss the decontaminator.
5. Review "Space Song."

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build spaceships, launching pads, rockets, etc.

MUSIC/LISTENING/READING

Space Record: Space Songs
"Beep Beep"

ART

Use cardboard cylinders, cones, spools, juice cans, etc. to make space ships and rockets.

PRINTING

spaceship
blast off
lunar module
rocket
decontaminator
command module

MATH/GAMES/PUZZLES

Space and Astronaut Puzzles
Legos
Octons
Count Planets on Bulletin Board

SCIENCE/SOCIAL STUDIES

Pictures and charts of outer space, etc.
Balance scale and rocket

WOOD WORKING/SAND/WATER DRAMATIC PLAY

Float/Sink Experiment Space Station

9:30-10:00 1:30-2:00 OUTSIDE PLAY

1. Get parachute to play with today!

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Do Language Arts act.

(Use pictures for words when possible.)

I looked out my window and saw
A rocket landing in the street.
The door opened and I saw _____________.
Where did it come from?
What happened then? etc.

Song: "Beep Beep"

Beep Beep Beep Beep, Here comes the satellite.
Beep Beep Beep Beep, And now it´s out of sight.
Beep Beep Beep Beep, Around the earth it goes.
Beep Beep Beep Beep, And that´s how science grows.

DAILY LESSON PLAN

UNIT: Space DATE: April
TODAY'S EMPHASIS: Stars and Sun
CONCEPTS: Stars are hot balls of gas that are trillions of miles away.
The sun and other stars make up the Milky Way Galaxy.
The sun is a star.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Sing "Twinkle, Twinkle, Little Star"
2. Discuss what stars are.
3. What is the sun? (source of energy) Use pictures.
4. Discuss galaxy, astronomer, constellation.
5. Show telescope.
6. Show filmstrip: "The Milky Way Galaxy"

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build spaceships, etc.
Try to make a 5-pointed star.

PRINTING

stars
shooring stars
sky
comets

MUSIC/LISTENING/READING

"Twinkle, Twinkle, Little Star"

MATH/GAMES/PUZZLES

Space Puzzles
Match space pictures to space words.
The World About Us Lotto
Triominoes
Rubberbands and Boards

ART

Xerox sheets of constellations Add stick-on stars or color and connect them. (Connect the stars.)

SCIENCE/SOCIAL STUDIES

Telescope (put in window)
Star Constellation Posters

WOOD WORKING/SAND/WATER

Continue making spaceships and mold the moon's surface.

DRAMATIC PLAY

Space Station

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Weekly Readers or Language Experience Books

DAILY LESSON PLAN

*Childcraft, Volume 4, p. 250

UNIT: Space DATE: April
TODAY´S EMPHASIS: Moon
CONCEPTS: Our moon is a ball of rock that circles around the Earth.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Read: "Cow jumped over the moon." Discuss "The Man in the Moon." Use pictures to discuss the moon. (what it is, what it looks like, how it shines - demonstrate with mirror and light)
2. Discuss and look at pictures of craters.
3. Teach "Beep Beep"
4. Puppet Show: "Space Flight"
5. Read: Mr. Moon

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build spaceships,
launching pads, etc.

MUSIC/LISTENING/READING

Song: "We´re Flying to the Moon"
(Sing to tune of "Farmer in Dell")
Reading: Mr. Moon

ART

Make space monsters out of paper plates and scrap paper.

WOOD WORKING/SAND/WATER

Continue constructing spaceships and rockets. Paint them.
Sand: Mold in sand, astronauts, space creatures, moon creatures, craters, etc.

PRINTING

moon craters
meteorites

MATH/GAMES/PUZZLES

Space and Astronaut Puzzle
Pegs and Boards
Initial Sound Bingo
Light Bright
Marble Math

SCIENCE/SOCIAL STUDIES

Planetarium
Telescope
Charts and pictures of moon

DRAMATIC PLAY

Space Station

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST

1. Drink Tang today in snack time and discuss the use of Tang in space.

10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Space Flight Game: Children stand in a circle. Two can be astronauts. Count down and blast off. Two run around circle until re-entry. Then splash down into place inside circle.

DAILY LESSON PLAN

*Childcraft, Volume 4

UNIT: Space DATE: April
TODAY'S EMPHASIS: The Planets
CONCEPTS: There are 9 plantets that circle the sun in orbit.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Show pictures and discuss the 9 planets, the sun, earth, and their relationships.
2. Swing a ball on rope to illustrate orbiting.
3. Show and demonstrate a planetarium.
4. Illustrate with ball and flashlight or lamp. Let one child rotate while walking around with the lamp.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build spaceships, etc.

MUSIC/LISTENING/READING

Song: "Beep Beep"
"Space Song," p. 52
(Mockingbird Flight)

ART

Use black paper. Put sun in center. Put 9 planets in orbit around it. Sprinkle sparkle on it to represent galaxies.

WOOD WORKING/SAND/WATER

Finish up spaceships.
Sand: Mold and shape the moon's surface.

PRINTING

sun earth
planet orbit

MATH/GAMES/PUZZLES

Space Puzzles
Letter Board and Rubber Letters
Marbles and Marble Magic
Dominoes
Swing Cards

SCIENCE/SOCIAL STUDIES

Telescope in window
Charts and pictures of moon, outer space, etc.

DRAMATIC PLAY

Space Station - Be creative in setting this up.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Class murals of space

Books

Space

Wish on the Moon - Berta & Elmer Hader
The Moon Jumpers - Janice May Udry
Moon Man - Tomi Ungerer
Dancing in the Moon - Fritz Eichenberg
Big Dreams and Small Rockets - Patricia Lauber
Lift Off - Charles Coombs
About Satellites- Madelyn Carlisle
Planes and Rockets - Edward Victor
The Moonwalk Adventure - Margaret Friskey
The Day We Saw the Sun Come Up - Alice E. Goudey
Space Age Fire Fighters - C. B. Colby
Chute! - C. B. Colby
We Were Tired of Living in a House - Liesel Moak Skorpen
Off Into Space! - Margaret O. Hyde
Space Alphabet - Irene Zacks
A Book of Moon Rockets for You - Franklyn Bramley
When I Go to the Moon - Claudia Lewis
What Colonel Glenn Did All Day - Robert W. Hill
Go! The Story of Outer Space - Charles S. Verral
Who Owns the Moon? - Sonia Levitin
Project Apollo - Mission to the Moon - Charles Coomb
Spacecraft at Work - Mary Elting
I Want to be a Space Pilot - Carla Greene
The Giant Book of Things in Science Space - George J. Zaffo
What the Moon Astronauts Will Do All Day - Robert W. Hill

DAILY LESSON PLAN

UNIT: Forest Animals DATE: April

TODAY'S EMPHASIS: What are Forest Animals?

CONCEPTS: A forest is an area of land where wild plants and animals live. There are many different forest animals, each with its own name and characteristics. Wild animals have to care for themselves.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Explain forest: A place where wild animals live and grow with no people. Discuss: How do they live and survive? What sounds do you hear? What smells do you smell? How does it look in spring, fall, etc.?
   *Show pictures of what colors you see. Show various pictures and let children tell which is a forest.
2. Show forest animal pictures. Explain the difference in farm animals, pets, and forest animals.
3. Play game: 3 charts or boxes - sort animals into farm, pet, forest
4. Read if time - Little Red Riding Hood or Flannel Board Story
   *Put out "F" box.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Use plastic animals and trees to build a forest and caves.

MUSIC/LISTENING/READING

Record and book
Little Red Riding Hood

ART

Cut out sponges into animal shapes. Sponge paint animal shapes.

PRINTING

forest
wild animals
wild pets

MATH/GAMES/PUZZLES

Forest Animal Game
Bear Counters
Animal Lacing Cards
Puzzles: Owl, Tadpoles, Jay Family, Panda
Sand Paper Letters - blindfold

SCIENCE/SOCIAL STUDIES

Animal habitat - sort animal pictures into farm, forest, pet
Worksheet: 8 (Circle and color the sets of 8 animals.)

WOOD WORKING/SAND/WATER

Wet the sand and put various objects in sand to shape, mold, and form a forest with river, trees, and animals.

DRAMATIC PLAY

Be Little Red Riding Hood: Create a forest. Make a bear's cave under the science table. Pull up vines and lay on netting. Provide a hollow log and cut out animals to put on the wall. Add trees, shrubs, wild flowers, plants, and stuffed animals. One child can be the forest ranger. (hat, tan or green shirt)

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Introduce "L."
2. Discuss words that begin with "L" such as log and lost.

Make a terrarium.

Take children to forest areas to listen, smell, look, and feel.

DAILY LESSON PLAN

*"Animals Do the Strangest Things"

UNIT: Forest Animals DATE: April

TODAY'S EMPHASIS: Most forest animals live in homes which they find or build.

CONCEPTS: Nests: rabbit, squirrel, birds. Caves: bear, wolf, skunk. Burrows: fox, woodchuck, chipmunk. Hollow trees: possum, porcupine, raccoon, woodpecker. Thickets: deer. Dams: beaver.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Discuss with children where they live (house, trailer, etc.)
2. Read: Where Do You Live
3. Discuss where forest animals live.
4. Have a long chart with pictures of different animal homes and what materials are used to make these homes.
5. Now list or add pictures to each section.
6. Teach song or number game "Ten Little Speckled Frogs."
7. If time, go outside and look for animal homes.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build different animal homes and use animals, plastic or stuffed.

MUSIC/LISTENING/READING

"Favorite Tales"
"Little Red Riding Hood"

ART

Have animal shapes drawn on paper. Let children trace and fill in with prints made with styrofoam hammers dipped in brown or green paint.

PRINTING

nest
hollow tree
dam
caves
thicket

MATH/GAMES/PUZZLES

Sequence Size Insect Game
Animal Home Go Together Game
*Animal Memory Game
Snake ABC Puzzle

SCIENCE/SOCIAL STUDIES

Earthworm home
Flow chart - tadpole

WOOD WORKING/SAND/WATER

Wet sand. Mold animals and use various objects to make various homes.

DRAMATIC PLAY

Create a forest, and let one person be a ranger. Let other children be animals.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Play game: "I'm thinking of ____________________."
   Forest Animal Riddles

Game clues:

Snake - slithers, no legs
Frog - hops, naps in winter
Turtle - moves slowly
Bear - grows thick coat, den
Squirrel - gathers nuts, lives in tree
Beaver - flat tail, sharp teeth
Raccoon - rings
Deer - runs fast, can stand when it's born
Wolf - hunts other animals for food
Fox - long tail, sometimes red
Rabbit - runs fast, grows thick fur
Owl - yellow eyes, awake at night
Possum - hangs upside down
Blue Jay - calls Jay, Jay to warn others
Porcupine - quills
Skunk - white stripe

DAILY LESSON PLAN

UNIT: Forest Animals DATE: April

TODAY'S EMPHASIS: There are families of forest animals.

CONCEPTS: Forest animals are always changing, beginning life as babies and growing into big, adult animals. Mother and father animals protect and teach their babies. Baby animals sometimes have different names from their mothers and fathers.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Discuss families (human).
2. Read: Forest Babies. Discuss parents and babies (growth, care for, learn to do things, etc.) (Use Frog Puzzle.)
3. Play classification game. Place chart on board: born from mother, hatch from egg. Let children pick a picture and guess where it goes.
4. Teach song: "Little Cottage in the Woods"
5. Read: Blueberries for Sale

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Continue to build animal homes and use plastic animals.

MUSIC/LISTENING/READING

Favorite Tales
"Gingerbread Boy"

ART

Have drawn on paper the forest animal shape. Let children fill in with precut wallpaper shapes. (brown fuzzy ones)

PRINTING - Use green clay tray.

family	eggs
hatch	born

MATH/GAMES/PUZZLES

Forest Animal Game
Teddy Bear Counters
Magnetic Letters and Forest Words
Snake ABC Puzzle

SCIENCE/SOCIAL STUDIES

Match baby animal with mother animal. (We can do this at group.)
Tadpole flowchart
Terrarium

WOOD WORKING/SAND/WATER

Wet the sand and mold shapes. Add animal homes. Provide various objects.

DRAMATIC PLAY

Create a forest.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Meet "Mr. N", The Letter People, ETV.
2. Let children dramatize Little Red Riding Hood.
3. Play game - Example: Pretend you are a father bear and a fox is moving close to your cub. What would you do?

These babies are born alive from their mother's body:
bear, deer, wolf, fox, beaver, porcupine, raccoon, possum, skunk, squirrel, chipmunk, rabbit, and woodchuck.

These babies are hatched from eggs laid by the mother:
owl, woodpecker, sparrow, robin, cardinal, blue jay, snake, turtle, frog, and toad.

DAILY LESSON PLAN

UNIT: Forest Animals DATE: April

TODAY'S EMPHASIS: Forest animals have ways of protecting themselves against enemies.

CONCEPTS: Some animals flee from their enemies. Some animals hide from their enemies. Some animals attack their enemies.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Discuss how animals move. Compare the turtle to rabbit.
2. Discuss claws and uses. (raccoon, opossum, squirrel, bear)
3. Discuss animals that swim. (beaver, raccoon, snake, frog, turtle, toad)
4. Discuss animals that hide for safety. Their coloring is the same as trees. Show pictures of animals hiding. (book in library on subject)
5. Discuss these other safety features and show pictures (teeth, antlers, hoofs, quills, fangs, odors).
   *Teach song: "I Put My Head in a Little Skunk Hole"
   *Finger play: "Five Squirrels"

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build animal homes.
(nests, caves, hollow tree)

MUSIC/LISTENING/READING

"Favorite Tales"
"Snow White"

ART

Make porcupines with clay.
Use toothpicks for quills.

PRINTING

claws
quills
teeth
warts
hoofs
hide
odor
swim
fangs
antlers

"N" Worksheet

MATH/GAMES/PUZZLES

Magnetic Shapes and Board (create animals)
Magnetic Numbers: Put number beside the right animal pictures.
Animal Lacing Cards
Snake ABC Puzzle

SCIENCE/SOCIAL STUDIES

Game - Categorize animals into plant, meat, or both types of eaters.
Earthworm home
Terrarium

WOOD WORKING/SAND/WATER	DRAMATIC PLAY
Make a turtle habitat out of sand and water.	Creat a forest.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Let children imitate ways different animals move. (2 legs, 4 legs, light, heavy)
2. Play the "N" Game. (instructions on back)

"N" Game: Write questions about ways animals protect themselves. Place questions in cans 1, 2, and 3. The child draws out a question and the teacher reads it. For a correct response, the child receives chips or markers corresponding to the numeral in the can.

Finger Play: "Five Little Squirrels"
Five little squirrels sat up in a tree; (Hold up 5 fingers.)
This little squirrel said, "What do I see?" (Point to thumb.)
This little squirrel said, "I smell a gun!" (Pointer finger)
This little squirrel said, "Oh, let's run!" (Middle finger)
This little squirrel said, "Let's hide in the shade." (Ring finger)
This little squirrel said, "I'm not afraid." (Pinky finger)

Then BANG went the gun. (Clap hands.)
And away the little squirrels ran, every one. (Make running motions.)

Finger Play: "Squirrel in a Tree"

This is the squirrel in a tree. (Make a fist; hold 2 fingers erect.)
This is the tree which he climbs. (Motion of fingers climbing up opposite arm.)
This is the nut that he takes from me. (Make small circle.)
As I sit very still sometimes. (Fold hands.)

Song: "I Put My Head in a Little Skunk´s Hole"

Oh... I put my head in a little skunk´s hole,
And the little skunk said, "Well, bless my soul,
Take it out, take it out, take it out, take it out.
Remove it, Remove it."

Well, I didn´t take it out and the little skunk said,
"Well, bless my soul, you´ll wish you had.
Take it out, take it out, take it out, take it out.
Remove it, Remove it."

Psssssssss.
I removed it, I removed it.

DAILY LESSON PLAN

UNIT: Forest Animals DATE: April

TODAY'S EMPHASIS: Forest animals adapt themselves to survive in the cold weather of winter.

CONCEPTS: The rabbit, skunk, bear, wolf, and fox grow a thick coat of fur. The oppossum, raccoon, beaver, cardinal, sparrow, blue jay, owl, and woodpecker store food and build warm homes.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Review how people protect themselves in winter.
2. Review how pets protect themselves.
3. Ask children to name animals that are not pets.
4. Review and show pictures of concepts.
5. Show filmstrip: How Animals Live in Winter.
6. Teach song or read story or finger play - "Little Toad".
7. Work on the number 4.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build animal homes and use animals.

PRINTING

fur
feathers
warm
¢4 Worksheet

MUSIC/LISTENING/READING

Animal Sounds Record (Peabody)
or "Favorite Tales"
"Three Bears"

MATH/GAMES/PUZZLES

Animal Habitat
Forest Animal Game
Puzzles: Owl, Blue Jay, Tadpole
Snake ABC Puzzle

ART

Sawdust art: create forest animals or water paint pictures.

SCIENCE/SOCIAL STUDIES

Mother/Baby Match Puzzles
Tadpole flowchart
Terrarium

WOOD WORKING/SAND/WATER

Turtle habitat

DRAMATIC PLAY

Create a forest.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Play: Who Am I? Example: I peck holes in a tree, and my head is red. Who am I?
2. Play: Leap Frog (rabbits also have long back legs)

Finger Play: "Little Toad"

I am a little toad.
Hopping down the road. (Make fingers hop in time to verse)
Just listen to my song:
I sleep all winter long; (Palms together at side of head)
When Spring comes, I peep out, (Peep behind hands)
And then I jump about; (Make arms jump)
And now I catch a fly, (Clap hands)
And now I wink my eye, (Wink one eye)
And now and then I hop, (Make hands hop)
And now and then I stop, (Fold hands)

DAILY LESSON PLAN

UNIT: Forest Animals DATE: April

TODAY'S EMPHASIS: Some animals hibernate all winter and get up only infrequently to eat.

CONCEPTS: Bears, squirrels, chipmunks, and woodchucks hibernate in warm homes. Toad and frogs hibernate in deep holes in the ground. Snakes hibernate in the ground or in a hollow log. Turtles hibernate in the mud at the bottom of a pond.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Get a small turtle and put in a small box. Let children guess what's in there. Put in bowl and discuss turtle hibernating.
2. Explain hibernation and name other animals that do and where.
3. Go on Bear Hunt but discuss it first. Use the book, Let's Go on a Bear Hunt.
4. Read The 3 Bears. Work on concepts: big, bigger, biggest, small, middle size, large.
5. Finger play: Little Bear
6. Teach "Mr. Turtle," p. 56, Mockingbird Flight

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build animal homes and use plastic animals and wooden animal blocks.

MUSIC/LISTENING/READING

Record "Favorite Tales"
Provide books for children to look at while listening.

ART

Make a class mural.
Let children draw and add parts. (trees, bushes, animals, clouds)

PRINTING - Use green clay tray to print.

hibernate
sleep

MATH/GAMES/PUZZLES

Snake - ABC Puzzle
Rubber Fishing Worm - Cut in lengths, measure, and arrange in sequence.
Sequence Pictures - big, bigger, biggest

SCIENCE/SOCIAL STUDIES

Make snakes out of clay. Put in refrigerator and feel them cool. (Frogs, snakes, and turtles are cold blooded.)

WOOD WORKING/SAND/WATER

Make turtle habitat in water trough today.

DRAMATIC PLAY

Create a forest.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Let children dramatize The 3 Bears.
2. Work on 1st, 2nd, 3rd, etc. (use animals)
3. Read: The Biggest Bear.
4. Play "Turtle" from Carnival of Animals - Let children move like turtles to music.
5. Play "Frog" - Let children imitate it.

Finger Play: "Little Bear"
Little bear, little bear, turn around.
Little bear, little bear, touch the ground.
Little bear, little bear, climb the stairs.
Little bear, little bear, say your prayers.
Little bear, little bear, turn out the light.
Little bear, little bear, Good night.

DAILY LESSON PLAN

UNIT: Forest Animals DATE: April

TODAY'S EMPHASIS: Some birds migrate in the autumn to go to a place that's warm.

CONCEPTS: The robin, hummingbird, Canada Goose, duck, and butterfly migrate in the autumn.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Discuss the meaning of migration.
2. Name and show pictures of some animals that do migrate.
3. Discuss how else these animals prepare, such as the down on some birds. Show how we use down.
4. Teach and play - "Gray Squirrels," p. 77, (Ester's Purple Book)
5. Create animal from food. (Make one to eat or one to take home. potatoes, carrots, raisins, marshmallows, and toothpicks)

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build animal homes and use plastic animals and wooden ones.

MUSIC/LISTENING/READING

Favorite Tales
"Little Red Riding Hood"

ART

Make bird feeders.
Use pinecones and honey.
Roll in bird seed.

WOOD WORKING/SAND/WATER

Create a home for a turtle.

PRINTING - Use clay tray to print.

migrate fly
warm blue

MATH/GAMES/PUZZLES

Forest Puzzles - trees
Forest Game
Animal Habitat
Bear Counters
Snake ABC Puzzle

SCIENCE/SOCIAL STUDIES

Tadpole flowchart
Terrarium

DRAMATIC PLAY

Create a forest.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Play: "Bluebird In and Out My Window"
2. My Notebook - Draw a picture of something learned this week.

DAILY LESSON PLAN

UNIT: Forest Animals DATE: April
TODAY'S EMPHASIS: The Ranger and Conservation
CONCEPTS: The Forest Ranger works in the forest to take care of the forest and the animals that live there. Conservation means to take care of something without injury.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar
2. Show picture of a Ranger (Ranger Rick). Discuss his job qualifications and duties.
3. Read: I Want to Be a Forest Ranger.
   Give a hoot - don't pollute.
4. Write the word conservation on the board. Discuss its meaning and show wood pictures. Discuss wood as a source of money and home for animals. Discuss why we need to conserve.
5. Show pictures of burned forest, etc.
6. Introduce Mr. Larry Wall, 323-6221 from the County Forest Extension Service.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build a forest out of blocks.

PRINTING

ranger
forest
conservation

MUSIC/LISTENING/READING

Three Bears - listening set

MATH/GAMES/PUZZLES

Find the Honey (ABC table game)
Magnetic Numbers - animal number cards
Pentalbi
Rubber Animal Game

ART

Trace wooden alphabet letters and try to make an animal out of the letter.
Or Make paper bag owls.

SCIENCE/SOCIAL STUDIES

Nature collections - deer horns, deer books, bird nests, bird feathers, turtle shells.

WOOD WORKING/SAND/WATER

Balance scales to weigh different objects.

DRAMATIC PLAY

Create a forest. Pretend to the 3 bears.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Write a thank-you note to Mr. Wall.
2. Film: Meet Smokey the Bear

Books

Fox Eyes - about animal protection
Bearymore - Don Freeman (hibernation)
Sleepy Time - Eva Knox Evans

DAILY LESSON PLAN

UNIT: Forest Animals DATE: April
TODAY'S EMPHASIS: National Forest and Field Trip
CONCEPTS: A national forest is a place that has been designated to be conserved and taken care of to conserve wild life.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar
2. Show pictures of National Forest. Use view master.
3. Discuss why we have National Forests.
4. Read a fun story or review poems.
5. Discuss wild animals and captive wild animals.
6. Leave for Field Trip. (South Farm - Wild Animal Division)

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

MUSIC/LISTENING/READING

ART

WOOD WORKING/SAND/WATER

PRINTING

MATH/GAMES/PUZZLES

SCIENCE/SOCIAL STUDIES

DRAMATIC PLAY

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Thank you to South Farm Manager

DAILY LESSON PLAN

UNIT: Cowboys DATE: May

TODAY'S EMPHASIS: Cowboys Clothes; Equipment.

CONCEPTS: The cowboy's clothing usually has several purposes. Though he uses many things, the horse & the rope are the cowboy's most important pieces of equipment.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar. Ask students to name some things cowboys wear. (boots, belts, chaps, bandanas, hats, etc.)
2. Discuss by showing pictures or real examples of things.
3. Discuss purposes of clothing. (ex.: hat is used to shade eyes, keep head cool, and to drink out of.)

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Use blocks & toy cowboys to make a ranch.

MUSIC/LISTENING/READING

The True Book of Cowboys book & cassette.

ART

Make bandana. Give each a triangle of white cotton material. Color designs on it with permanent magic markers. Tie around neck.

PRINTING

boats
cowboy
bandanas
saddle
chaps
rope

MATH/GAMES/PUZZLES

Candy Land Bingo
Cowboy jigsaw
Cowboy Sound Puzzle
Pair of dolls
How many cowboy hats?
Play tiles
Paper clip game
Horse shoe game
Memory Game-of-Branding symbols

SCIENCE/SOCIAL STUDIES

Look at recent magazines & books on cowboys. Discuss how cowboys live today.

WOOD WORKING/SAND/WATER

DRAMATIC PLAY

Pretend to be cowboys & have shoot-outs, round-ups, etc. Provide sleeping bags, blocks or sticks to build a fire, saddle, books, etc.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. True Book of Cowboys - cassette and book.
2. Have suitcase relay race.
3. Discuss the different sounds of "Cc."

DAILY LESSON PLAN

UNIT: Cowboys DATE: May

TODAY'S EMPHASIS: The cowboys Food, Shelter, Vocabulary and Entertainment

CONCEPTS: The cowboy ate a limited variety of foods. Cowboys lived in places called bunkhouses. Cowboys had their own language. Cowboys participated in fun events called rodeos.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar & Leader.
2. Discuss foods cowboys ate and utensils they used. Also, discuss where they lived and what they did in their spare time. Vocabulary should also be mentioned.
3. Read: Cowboy Sam and Shorty.
4. Cook beans or stew on a hotplate and pretend we are eating around campfire. Sing cowboy songs.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Students can use blocks and toy cowboys to make a ranch.

MUSIC/LISTENING/READING

True Book of Cowboys

ART

Students will make campfire scenes by using popsicle sticks and tissue paper on cowboy sound puzzle construction paper. Students will paint pictures relating to cowboys.

WOOD WORKING/SAND/WATER

Small cowboys are in the sand.

PRINTING

Students will use stamp pads and letters to print words.

MATH/GAMES/PUZZLES

Cowboy maze
Marbles game
Cowboy sound puzzle
Cowboy jigsaw
How many cowboy hats?
How many foods?

SCIENCE/SOCIAL STUDIES

Cowboy display.

DRAMATIC PLAY

Pretend that you're "home on the range."

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Weekly Reader.
2. "Old MacDonald Moved Out West" - Song.
3. What's Missing? Have cowboy things placed in center of rug. Get one child to leave room. Take one object from table. Child comes in and determines what's missing.

DAILY LESSON PLAN

UNIT: Cowboys DATE: May

TODAY'S EMPHASIS: Jobs of the Cowboy (Ex: round-up, branding, going to market, cattle drive, general ranch work).

CONCEPTS: The cowboy performs many jobs. The cowboy does different work in different seasons.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar. Discuss the jobs the cowboy performs during different seasons.
2. Show and discuss poster containing various brandings.
3. Teach song: "Home on the Range."
4. Match-O: Have big pictures on chalkboard (such as a horse). Let children find smaller pictures that go with it. (ex: saddle)

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Use blocks and toy cowboys to make a ranch.

MUSIC/LISTENING/READING

True Book of Cowboys

ART

Make cattle brands made out of Q-tips, straws, or pipe cleaners. Use stamp kits to brand pictures of cattle the children draw.

WOOD WORKING/SAND/WATER

Put small plastic cowboys & small fences in sand. Pretend.

PRINTING

round-up
branding
cattle drive
going to market

MATH/GAMES/PUZZLES

Cowboy sound puzzle
Cattle brand concentration
What does not belong?
Same/different cowboy game
How many cowboy hats?
Paper clip game
Play tiles

SCIENCE/SOCIAL STUDIES

Display branding irons, horseshoes, bridle, etc. Provide books.

DRAMATIC PLAY

Students can pretend they are cowboys and have shoot-outs, round-ups, etc.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Branding guessing game.
2. Story: Cowboy Sam and Miss Lily.
3. "Round-up" - Hide cows around the room, and the children must round´em up.

DAILY LESSON PLAN

UNIT: Cowboys DATE: May
TODAY'S EMPHASIS: Cowboys in Other Lands; Cowboys Today
CONCEPTS: Cowboys are also in other lands. They may be called other names. Cowboys today have modern machines to help them out.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar.
2. Talk about the names of cowboys in other lands. Use the globe to show where they live.
3. Compare the way these cowboys dress to the way the American cowboy dresses.
4. Talk about how cowboys of today differ from those in the past.
5. Have an old-fashioned shoot-out outside.
6. Review the many sounds of "Cc."

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Students will use lincoln logs to build fences, ranches, etc.

PRINTING

Students will print the words that are on the board, on paper.

MUSIC/LISTENING/READING

True Book of Cowboys

MATH/GAMES/PUZZLES

How many foods/cattle?
Play tiles
Cowboy clothes pin
Cowboy board game
Cowboy maze
Cowboy sound puzzle
Bead stringing

ART

Students will make cowboys, horses, etc. out of thumbprints.

SCIENCE/SOCIAL STUDIES

Compare cowboys of old to those of today.

WOOD WORKING/SAND/WATER

Small cowboys & fences are in the sand. Count the cows in each pen.

DRAMATIC PLAY

Pretend to be living on the range.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Language Experience Book.
2. Show and Tell.
3. Story: *Cowboy Sam and Big Bill*.

Books

Cowboys

1. *The Rio Grande: Life for the Desert* - Alexander L. Crosery.
2. *Cover Up and Cattle* - Robert A. Gartland.
3. *The American West* - Leslie Waller.
4. *Lets Find Out About Cowboys* - Martha & Charles Thapp.
5. *Cowboy Sam and Big Bill* - Edna Walker Chandler.
6. *Cowboy Sam and Freckles* - Edna Walker Chandler.
7. *Cowboy Sam and Freddy* - Edna Walker Chandler.
8. *Cowboy Sam and Dandy* - Edna Walker Chandler.
9. *Cowboy Sam and Porky* - Edna Walker Chandler.
10. *Westward - With American Explorers* - Walter Buehr.
11. *I Want to be a Cowboy* - Carla Greene.
12. *The True Book of Cowboys* - T. Martini.
13. *The True Book of Pioneers* - M. Harnser.
14. *Hunters Blaze the Trail* - Edith McCall.
15. *Cowboy Andy* - Edna Walker Chandler.
16. *Cowboys and Cattle Drivers* - Edith McCall.
17. *The Big Book of Cowboys* - Lydney C. Fletcher.
18. *The True Book of Cowboys* (audio cassette) - T. Martini.

DAILY LESSON PLAN

UNIT: Cowboys DATE: May
TODAY'S EMPHASIS: William F. Cody (Buffalo Bill), Pecos Bill, T.V. Cowboys (Lone Ranger)
CONCEPTS: There are both real and fictional (not real) cowboys.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar. Discuss Buffalo Bill & Pecos Bill, as well as T.V. cowboys. Show pictures if possible.
2. Read: *Pecos Bill and the Mustang*.
3. Play: "I'm going on a cattle drive."
4. Cowboy finger play.
5. Sing Cowboy songs.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Students will use lincoln logs to build fences, ranches, etc.

PRINTING

Buffalo Bill
Pecos Bill
Lone Ranger
stamps

pad
letters
paper

MUSIC/LISTENING/READING

True Book of Cowboys

MATH/GAMES/PUZZLES

New Cowboy jigsaw
How many foods?
Cowboy board game
How many cattle?
Bead stringing
Cowboy clothespin game

ART

Make a lone ranger mask. Cut out pictures from magazine of cows, horses, cowboys, ranches, etc., and place on paper.

SCIENCE/SOCIAL STUDIES

Compare cowboys of old to cowboys today.

WOOD WORKING/SAND/WATER

Small cowboys & fences are in the sand. Count the cows in the pen.

DRAMATIC PLAY

Pretend to be living on the range.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Song: "I´m an Ol´ Cowhand."
2. Play "William Tell Overture," and let the students pretend to be the Lone Ranger riding a horse.
3. Cowboy Sam - story.

DAILY LESSON PLAN

UNIT: Mothers DATE: May
TODAY'S EMPHASIS: Mother's Day
CONCEPTS: Mother's Day is a special day which we set aside each year in honor of our mothers.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Discuss the meaning of Mother's Day. Point out the correct date on the calendar.
2. Discuss things we can do for mother on "her day." (clean room, set table, make a present, say "I LOVE YOU")
3. Name things mothers do for us. Name jobs mothers do outside the home.
4. Read: On Mother's Lap by Scott, Ann Herbert.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build houses that you and your family live in.

PRINTING

Mother
Mom
Momma
Love
Sunday
family

MUSIC/LISTENING/READING

"This is the Way We Help Our Mothers"
-Sweep the Floor,
-Clean our rooms,
-Set the Table

MATH/GAMES/PUZZLES

Faces
Match those alike
Family-puzzle
Apple Trees & Apples (flannel)
10 Little Indians flannel set
Flowers & paper clips (each flower has a number on it. Put that many paper clips on it.

ART

Have children make cards with construction paper & baking cup flowers (buttons in center). Saying: "Buttons & Bows, Buttons & Bows, Mother's the one, Who always knows."

SCIENCE/SOCIAL STUDIES

For bulletin board: Have children (all) draw their mother's faces & mount on construction paper. Teacher label name. ("Mrs. Smith") Send home reading on Friday.

WOOD WORKING/SAND/WATER

Sand - open

DRAMATIC PLAY

Pretend to be mothers in the housekeeping center. Cook, clean, wash dishes, take care of dolls, etc.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Invite mothers to come to school to tell the class about themselves.

Books

Delton, Judy and Knox-Wagner, Elaine. *The Best Mom in the World.*
Eastman, Philip Day. *Are You My Mother?*
Lasker, Joseph Leon. *Mother´s Can Do Anything.*
Mizumura, Kazue. *If I Were A Mother.*
Zindel, Paul. *I Love My Mother.*
Viorst, Judith. *My Momma Says There Aren´t Any: Zombies, Ghosts, Vampires, Creatures, Demons, Monsters, Fiends, Goblins, or Things.*

DAILY LESSON PLAN

*Allow children to bring pictures from home of them at the sea. Put on bulletin board. Title "Let's go to the beach."

UNIT: Sea Life DATE: May

TODAY'S EMPHASIS: Introduction to sea.

CONCEPTS: The sea is the home of millions of creatures. The sea is a means of transportation. The sea gives us food, clothing, & medicine.

MATERIALS: Hugh fish net, Childcraft Annual, 79 - Story of the Sea. Sand bucket, shovel, sifter, Crossties Big Books - May, Summer.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. American Flag - Calendar.
2. Use Childcraft Annual, 79, to discuss the introduction, to the sea. pp. 11-99.
3. Teach "Deep & Wide" (use the word ocean instead of fountain). Leave out a different word each time you sing it.
4. Read: Mystery On The Docks.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Provide a boat & a fishing pole with a magnet tied to it. Fish for various sea animals. These could be paper fish with paper-clips attached.

MUSIC/LISTENING/READING

Six Foolish Fishermen
(cassette & books)

PRINTING - Use a tray of sand to print in or a tray of blue clay. Write with a nail. Have words printed on shapes of sea animals.

sailing
sun bathing
swimming
scuba diving
skiing
sea
sand
surfing
skin diving

MATH/GAMES/PUZZLES

Go fishing cards
Sea animal puzzles
Sea animal adding cards
Sea animal lacing cards

ART

Easel - blue & green paint. Use large pieces of manila drawing paper. Draw large pictures of sea animals. Color & cut out and tape on blue paper which is in the dramatic play center.

WOOD WORKING/SAND/WATER

Water: Use magnets in the water center today. Put in plastic sea animals, shells, coke cans, bottle caps, etc. Add blue food coloring & sand in the bottom. Experiment with the magnet. Be sure to discuss what happens to the sand when the water is still, etc.

SCIENCE/SOCIAL STUDIES

Display shells, pictures of & books of the sea.
Magnifying glass
Scales

DRAMATIC PLAY

Cover walls with blue paper. Use large refrigerator box to be a submarine. Use underwater mask, flippers, etc. Pretend to go down in a submarine & then to scuba dive.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Discuss sea birds - albatross, penguin.
2. Read: Albert The Albatross by Syd Hoff.
3. Review magnetic concepts.
4. Experiment with settled sand vs. mixed-up sand.
5. Make tuna fish salad. Eat on crackers.

DAILY LESSON PLAN

UNIT: Sea Life DATE: May
TODAY'S EMPHASIS: Fish
CONCEPTS: There are many fish that live in the ocean. Not all sharks are dangerous to humans.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. American Flag, Calendar. Check on address and telephone numbers for review.
2. Childcraft 79, Annual, pp. 108-150. Discuss facts of fish such as habits, etc. Especially discuss the sea horse & shark. Show shark's tooth, shark's skin.
3. Game: Have several fish on rug with ABC's written on them. Put paperclips on them. Take turns fishing. Call out letter when a catch is made. Use old fishing pole or dowel stick with magnet on end. (ex. shark - Ss, whale - Ww).
4. Read: Six Foolish Fishermen.
5. Sing: "Deep & Wide" and "My Bonnie Lies Over the Ocean."
6. "Ff" and "Ss" review.
7. Explain Subtraction today. Use paper fish to explain.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Use a boat, fishing pole with a magnet tied on it. Use the a, b, c fish. Go fishing.

MUSIC/LISTENING/READING

Six Foolish Fishermen
(cassette & books)

ART

Make paper plate fish. Add triangles to paper plate.
Draw & cut sharks out of sandpaper or wallpaper.
Draw with chalk on sandpaper.

PRINTING - blue clay tray

shark
teeth
fish
jaws
sea horse

MATH/GAMES/PUZZLES

Shark game - Jaws
Sea horse maze - stencil
Fish copy-cat game
Light bright - Draw sea animal shapes on dark blue paper for children to use with light bright.

SCIENCE/SOCIAL STUDIES

Shell display.

WOOD WORKING/SAND/WATER	DRAMATIC PLAY
Magnets in water again.	Yellow submarine & ocean scenes.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. View ETV, "Fieldtrip to the Seashore," Primary Science.
2. Discuss what we get from the ocean. Food - tuna, clams, oysters; sea water - minerals - gold, salt, iodine; jewelry - pearls; sponges; seaweeds - medicine, ice cream, candy; jelly salad dressing; makeup.

DAILY LESSON PLAN

UNIT: Sea Life DATE: May
TODAY'S EMPHASIS: Jelly Fish, Coral, Starfish, Sand Dollar, and Sponges
CONCEPTS: Many animals that live in the sea are not fish.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Flag. Calendar.
2. Using Childcraft Annual, 79. Explain and discuss today's emphasis.
3. Play Hap Palmer, Circus of Animals, "The Aquarium," and let the children move to this music. Let them draw to this music, later on.
4. Read: Sand Dollar, Sand Dollar.
5. Teach song: "The Allee, Allee-O" from Mockingbird Flight.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build ships, submarines, fish, etc.

MUSIC/LISTENING/READING

The Marvelous Catch of Old Hannibal
"The Aquarium"

ART

Draw a starfish and a seahorse. Color and apply glue & glitter.

WOOD WORKING/SAND/WATER

Float/Sink experiments

PRINTING - Clay tray

starfish
jelly fish
sand dollar

MATH/GAMES/PUZZLES

Sea Learning Center
Sea animal lacing cards
  - seal, turtle, fish
Sea animal puzzles
  - Sea creatures, fish
Sea animal addition cars
  - penguin, turtle

SCIENCE/SOCIAL STUDIES

Shells, books, Big Book - May, scales, magnifying glass.
Ocean smells - empty tuna or salmon can, crab shells (leftover) etc.

DRAMATIC PLAY

The bottom of the sea.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Read: I Saw The Sea Come In. Discuss the tide and waves. Show pictures of. Demonstate how a wave works by using a rope. Two people hold it and one wiggles it.
2. Filmstrip: "Tim and The Brave Sea Captain."

DAILY LESSON PLAN

UNIT: Sea Life DATE: May

TODAY'S EMPHASIS: Lobster, Crab, Shrimp, Octopus, Scallop, Oyster, and Clam

CONCEPTS: There are many animals in the sea that aren't fish.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Flag. Calendar.
2. Use Childcraft Annual, 79 to discuss animals in focus.
3. Show various shells & discuss. Discuss shell collecting.
4. Read: Houses From the Sea by Goudey. Use Childcraft, Vol. 3.
5. Show objects that involve the number eight. Explain octo means eight. (octagons, octopus, octave)
6. Play: Pin the Arm on the Octopus.
7. Show a xylophone.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build ships, submarines, fish, etc.

MUSIC/LISTENING/READING

The Marvelous Catch of Old Hannibal

ART

Use plastic berry baskets to make lobster traps. Make shell sculptures. Make shell necklaces. Make an octopus out of cardboard egg cartons & glue on 8 legs.

PRINTING - Blue clay tray

octopus
eight
arms
sea
oyster

ocean animal
snail
shell
clam
scallop

MATH/GAMES/PUZZLES

Octopus game - match legs

Oyster additional game
- use paper or take pearls.

Match words printed on paper & words printed on clear contact to lay over printed words.

SCIENCE/SOCIAL STUDIES

Shell display.

WOOD WORKING/SAND/WATER

Float/Sink experiment. Divide objects into 2 buckets: float/sink.

DRAMATIC PLAY

The bottom of the sea.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Read: Old Hasdrubal and the Pirates. Let each child make an eye patch. Have a treasure hunt.

DAILY LESSON PLAN

UNIT: Sea Life DATE: May
TODAY'S EMPHASIS: Mammals (Crossties Big Book - May & Summer)
CONCEPTS: Whales, seals, & walruses are mammals that live in the sea.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. American Flag. Calendar
2. Childcraft 79 - Discuss the mammals in the sea. Show pictures. etc.
3. Read: "The Blue Whale," a National Geographic Book.
4. Read: Mabel The Whale.
5. Using water trough, objects, and 2 buckets labeled, float and sink. Discuss & read Floating & Sinking by Franklyn Branley. Compare to a huge whale in the ocean.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build ships, submarines, fish, etc.

MUSIC/LISTENING/READING

The Marvelous Catch of Old Hannibal

ART

Crayon resist: Draw with crayon an ocean scene. Paint with thin blue water paint.

WOOD WORKING/SAND/WATER

Sand: Make the beach and add bucket, shells, shovel, etc.

PRINTING - Blue clay tray

Whale	Seal
Mammal	Walrus

MATH/GAMES/PUZZLES

White stencil: Children cut and make a puzzle
Sailfish dot-to-dot
Sea animal puzzle

SCIENCE/SOCIAL STUDIES

Shell display
Various scales & balance scales - weigh shells, balance them.

DRAMATIC PLAY

The bottom of the sea.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Hap Palmer record "Penguin," walk like penguins to this music.
2. Read: Horseshoe Harry and the Whale or The Seal In The Slick.

Poems

"Palace" by Dorothy Vena Johnson

A sea shell is a palace
Where many echoes dwell,
And when I listen to them
I know them all quite well.
They are like the ocean´s roar
Where the sea shell buried deep
Learns why the sea is always salt,
And spooky shadows creep.

"The Picnic" by Dorthy Aldis

We brought a rug for sitting on,
Our lunch was in a box.
The sand was warm. We didn´t wear
hats or shoes or socks.

Waves came curling up the beach.
We waded. It was fun.
Our sandwiches were different kinds.
I dropped my jelly one.

"Shoe" by Mary Britton Mille

Play on the seashore
And gather up shells,
Kneel in the damp sands
Digging wells.

Run on the rocks
Where the seaweed slips,
Watch the waves
And the beautiful ships.

Books

Bond, Michael. Paddington at the Seaside
Bonsall, Crosby Newell. Mine's the Best
Bright, Robert. Georgie & the Noisy Ghost
Brown, Margaret Wise. The Seashore Noisy Book
Burningham, John Mackintosh. Come Away from the Water, Shirley
Domanska, Janina. If All the Seas Were One Sea
Field, Eugene. Wynken, Blynken & Nod
Garelick, May. Down to the Beach
Hoff, Sydney. Albert the Albatross
McKee, David. The Day the Tide Went Out & Out & Out
Zion, Gene. Harry by the Sea
Podendorf. Animals of Sea and Shore
Water. A Jellyfish Is Not a Fish
National Geographic. Treasures In the Sea
Morris, Robert. Seahorse
Stevenson, James. Clams Can't Sing
Saunders, Susan. Fish Fry
Hurd. Starfish
Tresselt, Alvin. I Saw The Sea Come In
Tobias, Tobi. At The Beach

DAILY LESSON PLAN

UNIT: Circus DATE: May
TODAY'S EMPHASIS: Animals and Trainers
CONCEPTS: There are many animals in a circus. Trainers are people who train the animals for the circus shows. They earn their living this way.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Film: Here Comes the Circus.
2. Language arts: List animals found in a circus.
3. Show circus pictures and animals. (Discuss.)
4. Circus poems: "The Seals" and "I Do Not Laugh."
5. Read: Sammy the Seal.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build circus pens for animals and use rubber circus animals.

PRINTING - Use stamp kit to print.

circus
tent
animals
trainers
whip

elephants
tigers
dogs
seals

MUSIC/LISTENING/READING

Bowman Records
Animals and Circus
Teach: "Leo the Lion"
from Mockingbird Flight
Reading: Stories on the circus (clowns, animals)

MATH/GAMES/PUZZLES

Circus Puzzles
Clowns
Animal Lotto Game
Color Bingo
Math: Welcome to the Circus - sheet (connect ABC's)

ART

String art: Make a design using 3 colors of paint.

SCIENCE/SOCIAL STUDIES

Fisher Price: Circus Train

WOOD WORKING/SAND/WATER

Provide various boats for play.

DRAMATIC PLAY

Pretend to be circus trainers. Use stuffed animals, tires, stools, etc.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Teach: "Leo the Lion"
2. Hap Palmer Action Record

"Leo the Lion"

Leo the Lion is the king of the jungle
    and his jaws are big and wide.
Leo the Lion when he roars it's a warning
    that you'd better run away and hide.

DAILY LESSON PLAN

UNIT: Circus DATE: May
TODAY'S EMPHASIS: Side Shows and Unusual People
CONCEPTS: There are many side shows, unusual acts and people in a circus. These people earn their living this way.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Film: *The Circus Gets Ready*.
2. Discuss people in the side shows. Show pictures. (tall man, bareback rider, fat lady, ring master, trapeze artists)
3. Discuss different rings at a circus. (center ring, etc.)
4. Listen to circus record as a group.
5. Song: "I Went to the Animal Fair" from *Mockingbird Flight*.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Use rubber circus animals and build a 3-ring circus.

PRINTING

side shows
fat lady
midget
strong man
thin man

MUSIC/LISTENING/READING

Bowmar Record
Reading:
Books on circus, clowns
Miscellaneous

MATH/GAMES/PUZZLES

Circus Puzzles - clowns
Octons
Math:
Stringing Beads - use pattern sheets
Apples and Trees - workjobs

ART

Color Design Sheets:
Color each area a different color.

SCIENCE/SOCIAL STUDIES

Circus Ditto - connect ABC's color.
Draw pictures of circus people in notebooks.

WOOD WORKING/SAND/WATER

Boats

DRAMATIC PLAY

Dress up for the circus.
Provide clothing.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Discuss confusing C. (Use pictures and objects.)
2. Think of different ways to make a "C" with the body.

DAILY LESSON PLAN

UNIT: Circus DATE: May
TODAY'S EMPHASIS: Circus Foods; Alphabet Emphasis
CONCEPTS: People can enjoy many different foods at a circus. Some of these foods are popcorn, peanuts, candy apples, cotton candy, and hot dogs.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag
2. Discuss circus foods and show pictures.
3. ABC flashcards
4. Cook candy apples.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Make alphabet letters out of the blocks.

PRINTING

Write any work printed using popcorn kernels.

circus popcorn
peanuts Cracker Jacks

MUSIC/LISTENING/READING

Song: "I Went to the Animal Fair"
Reading:
Stories on the circus
Miscellaneous stories for fun

MATH/GAMES/PUZZLES

Alphabet Mailbox
ABC Workjob Activities
Triominoes
Math:
Number Bingo
Peg Boards - Work on sequence (1-10).
Count with popcorn.

ART

Make pictures out of ABC letters. (Use the rubber or wooden letters to trace.) Or Make finger puppets out of peanut shells.

SCIENCE/SOCIAL STUDIES

Pictures of circus foods (Divide into groups of sweet and sour.)

WOOD WORKING/SAND/WATER

Free play

DRAMATIC PLAY

Pretend to have a circus.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST

1. Peanuts or popcorn for snacks.

10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Flannel story: Three Billy Goats Gruff.
2. Singing time

DAILY LESSON PLAN

UNIT: Circus DATE: May
TODAY'S EMPHASIS: Clowns
CONCEPTS: Clowns are an important part of a circus show. They are especially enjoyed by children. People who dress up as clowns earn their living this way. Many go to special schools to learn to be clowns.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, and Flag.
2. Discuss clowns: dress, make-up, acts, schools for clowns.
3. Make clown faces on the children.
4. Have children dress up in clown costumes and dramatize clown acts.
5. Show posters of clowns.
6. Circus poems

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Make clown murals on butcher paper.

MUSIC/LISTENING/READING

The Circus
Hap Palmer record
Reading:
Circus stories
Fun stories

ART

Make clown finger puppets and use rubber bands to attach.
Or Make clown faces from paper plates (masks). Use balloons for nose.

PRINTING

circus
faces
make-up
clowns
funny

MATH/GAMES/PUZZLES

Design Boards
Zoo Lotto
Circus Puzzles
Math:
Number Bingo
Sequential Puzzle Stories
Tinker Toys

SCIENCE/SOCIAL STUDIES

2 clown ditto sheets
color - cut - paste

WOOD WORKING/SAND/WATER

Free play

DRAMATIC PLAY

Have a circus!
Children do individual clown
acts with clown masks.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Film: Let´s Go to the Circus
2. Circus Parade--Let children wear masks and parade to music around the room.

Circus Books

920 B Burt, Ringling Brothers: Circus Boy
920 C Cone, Ringling Brothers: Circus Boy

Circus Poems

"Joe McGoo"

A funny clown named Joe McGoo
Brushes his teeth with pink shampoo;
If you say, "Hi, Joe!"
He won´t say hello.
He´ll blow pretty bubbles at you.

"The Seals"

The sea lions flap their shining flips
And bounce balls on their nosy tips,
And beat a drum, and catch a bar,
And wriggle with how pleased they are.

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"I Do Not Laugh"

I do not laugh at a giraffe
Because he's big and tall.
I just wish I could be so high
And not so short and small.

"Clown for a Day"

If I were a clown for just one day,
I'd make up my face in the funniest way.
A nose like a hose, eyebrows of green,
And the biggest smile
You've ever seen.

"Finger Play"

This little clown is fat and gay.
This little clown does tricks all day.
This little clown is tall and strong,
This little clown sings a funny song.
This little clown is wee and small.
But he can do anything at all!

"Circus Song"
(Tune: "I'm a Little Teapot")

I'm a little clown short and fat.
Here is my tummy; here is my hat.
I can do a trick as you will see.
Just turn around and look at me.

DAILY LESSON PLAN

UNIT: Insects DATE: May
TODAY'S EMPHASIS: Honeybees
CONCEPTS: The honeybee is a helpful insect. It provides man with honey and wax. We make floor wax, colored pencils, and candles from bee's wax.

8:00 - 8:30 12:00 - 12:30 FREE TIME/GROUP TIME

1. Show large pictures of the honeybee.
2. Discuss the parts of the honeybee.
3. Read poem, "Bees," page 81 in Mockingbird Flight.
4. Show transparency of bees.
5. Read and discuss section in "Insects do the Strangest Things" about the honeybee.
6. Sing "Here is the Beehive," page 65 in Mockingbird Flight.
7. Show bees wax.
8. Sing "Over in the Meadow," verse 5, page 92, in Mockingbird Flight.

8:30 - 9:30 12:30 - 1:30 LEARNING CENTERS

BLOCKS

Build beehives.
Pretend to get honey out of them.

PRINTING

honey
bee
beehives
queen
drones
worker
sting

MUSIC/LISTENING/READING

"Here is the Beehive," page 65.
"Over in the Meadow," page 92.

MATH/GAMES/PUZZLES

Mosaics
Pegboards
Lacing cards

ART

Cooking experiment: Make honey butter and cut out shapes of bread. Spread and eat.

SCIENCE/SOCIAL STUDIES

Insect specimens on display.

WOOD WORKING/SAND/WATER

Mold beehives, tunnels, etc. in sand.

DRAMATIC PLAY

Housekeeping: Pretend eating honey and cooking, etc.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Read "The Honeybee´s Party."

DAILY LESSON PLAN

UNIT: Insects DATE: May
TODAY'S EMPHASIS: Grasshoppers
CONCEPTS: Grasshoppers make holes in the ground and lay eggs there.
Locust are grasshoppers and are enemies to man.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Read "Grasshopper" in Insects Do the Strangest Things.
2. Look at posters or transparencies about characteristics of grasshoppers.
3. Read a fun story about grasshoppers.
4. Play jumpy music and move like a grasshopper. Use Hap Palmer record, Carnival of Animals.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build animal homes.

PRINTING

locust
grasshopper
enemy

MUSIC/LISTENING/READING

Review all songs learned.

MATH/GAMES/PUZZLES

Insect puzzles
Legos
Lincoln logs

ART

Cut out small flowers and houses from wallpaper samples. Draw insects landing on plants and flowers.

SCIENCE/SOCIAL STUDIES

Observe insects collections
Insect books on table

WOOD WORKING/SAND/WATER

Mold animal homes.

DRAMATIC PLAY

Pretend to be housekeeping... getting rid of enemy insects, etc.

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Play dominoes with whole group.

DAILY LESSON PLAN

UNIT: Insects DATE: May
TODAY'S EMPHASIS: Friends and Enemies (Fly and Mosquito).
CONCEPTS: Insect enemies are the mosquito, housefly, and termite.
Insect friends are the honeybee and silkworm.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Read "The Enemies," pp. 34-37 in Insects Do the Strangest Things.
2. Show transparency of mosquito (life cycle, carry diseases).
3. Show transparency of fly (characteristics, life cycle).
4. Show film "Insects - Friends and Enemies."

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build insect homes.

PRINTING

mosquito
housefly
termite
honeybee
enemy

MUSIC/LISTENING/READING

Review all songs learned.

MATH/GAMES/PUZZLES

Animal lotto
Lacing cards
Mosaics
Dominoes
Bingo

ART

Draw and decorate litter bug picture. Draw garbage dumps, etc. and use crayon scraps, wall paper, etc. to decorate. Draw enemy insects around the dump.

SCIENCE/SOCIAL STUDIES

Observe insect collections
Ant colonies

WOOD WORKING/SAND/WATER

Mold sand into animal homes.

DRAMATIC PLAY

Pretend housekeeping and working to keep the houses clean to avoid insects.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Language arts.
2. Make up a story about the "The Fly."
3. Make a list of words that rhyme with fly.

DAILY LESSON PLAN

UNIT: Insects DATE: May
TODAY'S EMPHASIS: Ants
CONCEPTS: Ants live underground. One ant hill has a queen who lays eggs. The other ants in the colony are workers.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Show pictures of ants.
2. Use and discuss transparencies of ants.
3. Read about ants in Insects Do the Strangest Things.
4. Discuss and show an ant colony.
5. Read or sing "The Grasshopper and the Ants" in Mockingbird Flight, pages 104-105.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build insect homes such as hives, colonies, etc.

MUSIC/LISTENING/READING

"The Grasshopper and the Ants"

ART

Provide a butterfly pattern. Trace & cut out. Put paint drops on one side and make blot print. Add 6 legs and antennaes. Hang in room.

WOOD WORKING/SAND/WATER

Build and mold ant mounds.

PRINTING

ant
worker
colony
queen

MATH/GAMES/PUZZLES

Safety pins and mats
Coat hangers, clothes pins
Airplanes and huts

SCIENCE/SOCIAL STUDIES

Observe ants in ant farm
Insect specimens

DRAMATIC PLAY

Pretend housekeeping.
Use honey, pretend to kill insects and catch them.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Film: "Ants."
2. Language Arts: Letter "Ii."

Books

Brandenberg, Frang. *Fresh Cider & Apple Cider*.
Carle, Eric. *The Grouchy Ladybug*.
Carle, Eric. *The Very Hungry Caterpillar*.
Caudill, Rebecca. *A Pocketful of Cricket*.
Conklin, Gladys Plemon. *Lucky Ladybugs*.
Freschet, Bernice. *The Ants Go Marching*.
Galdone, Joanna. *Honeybee's Party*.
Garelick, May. *Where Does the Butterfly Go When It Rains?*
Hawes, Judy. *Fireflies in the Night*.
Kraus, Robert. *Ladybug! Ladybug!*
Lionni, Leo. *Inch by Inch*.
Myrick, Mildred. *Ants Are Fun*.
Petie, Harris. *Billions of Bugs*.
Tison, Annette, & Taylor, Talus. *Animal Hide & Seek*.

DAILY LESSON PLAN

UNIT: Insects DATE: May
TODAY'S EMPHASIS: Fireflies and Summary of Insects
CONCEPTS: Fireflies are really beetles. Their light has almost no heat.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Read pages 58-60 from Insects Do the Strangest Things. Discuss fireflies & lightning bugs.
2. Read: Fireflies in the Night.
3. Summarize characteristics of insects.
4. Some are helpful. List.
5. Some are harmful. List.
6. All are strange and interesting. Discuss.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build insects homes

MUSIC/LISTENING/READING

ART

Use black construction paper. With a pencil draw insects (firefly) and color. Use fluorescent yellow paint or glue & glitter on fireflies bodies.

WOOD WORKING/SAND/WATER

Build insect homes.

PRINTING

fireflies
insects
light
friend
beetle

MATH/GAMES/PUZZLES

Insect puzzles
Geozellos
Bingo
Dominoes

SCIENCE/SOCIAL STUDIES

Observe insect collections.

DRAMATIC PLAY

Pretend insect prevention in homes.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Discuss summertime and insects. Language Experience Books.

DAILY LESSON PLAN

UNIT: Pets DATE: (Extra Unit)
TODAY'S EMPHASIS: Turtles, Frogs, Snails
CONCEPTS: Some turtles carry bacteria that cause people to get sick. If you put tadpoles in an aquarium, you must take them out when they grow to be adults. Snails help to keep an aquarium clean.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Teach "Over in the Meadow."
2. Read poem "Little Turtle" from Childcraft, Volume 1, p. 115.
3. Listen for rhyming words.
4. Sing it as a song. p. 116, "I Had a Little Turtle," Mockingbird Flight.
5. Discuss turtle characteristics.
6. Read Frog poem and listen for rhyming words. Use Fredda and Freddie Frogs." (Childcraft, Volume 1)
7. Discuss frog characteristics.
8. Read "The Snail," Childcraft, Volume 1
9. Discuss characteristics of snails.
10. Allow all children to move about the room like turtles and frogs.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build animal homes and cages, etc.

MUSIC/LISTENING/READING

Carnival of Animals

ART

Paper plate turtle

PRINTING - Clay Tray

turtle
frog
snail

MATH/GAMES/PUZZLES

ABC Frog Lily Pad
Mousetrap Math
Adding Cards
Puppy Tracks
Light Bright

SCIENCE/SOCIAL STUDIES

Gerbil books and supplies for aquariums

WOOD WORKING/SAND/WATER

Sand and water mixed
Use plastic frogs and
turtles. Build mounds, etc.
Wind-up toys in the
water trough.

DRAMATIC PLAY

Pet Shop: stuffed pets,
cash register, play money

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. *Carnival of Animals* - Move to the music like various animals.
2. Song review: "5 Little Speckled Frogs"
3. *View *Primary Science*: "Field Trip to a Pond."

Turtle: reptile with a shell,
pulls the heads and legs into shell for protection,
show turtle shell,
cold-blooded, body temperature (same as air or water around it)
(cannot live where its cold all year)
can live almost everywhere else.
Some turtles live only on land but others live in water.
Largest turtle: 4 to 8 feet or 3 to 5 inches.
We think they're all slow, but some are very fast.
*People use to have them as pets, but in 1975 the government banned the sale of turtle pets because they carry a baceteria that makes people sick.
Most turtles hibernate.
Food: plants and animals
No teeth, hard beak and strong jaws
Turtles lay eggs and dig holes on land to cover them with dirt.
The sun hatches them.
The babies must survive all by themselves.

Snails: soft body, covered with a coiled shell,
body has head with feelers (tentacles),
eyes, a mouth, tiny teeth.
The fresh water snail lives in rivers, ponds, and lakes.
It feeds on water plants, dead animals, rooting plants.

Frogs: amphibians, spends part of life in water and part on land,
cold-blooded, may hibernate, lay eggs, tadpole to adult,
eat insects, worms, spiders, sticky tongue to catch insects easily,
eggs see all around, can see well, helps catch food,
If you put tadpoles in aquarium, take them out when they're grown.

DAILY LESSON PLAN

UNIT: Pets DATE: (Extra Unit)
TODAY'S EMPHASIS: Rabbits
CONCEPTS: Tame rabbits are better pets than wild ones.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Discuss rabbits using pictures and real ones, if possible.
2. Learn how to write "Rr."
3. Childcraft, Volume 1, p. 190: "The Rabbit"
4. Teach: "Little Cottage in the Wood."
5. Read: Mr. McGreggor's Garden.
6. Show filmstrip "Rabbit."

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build animal homes

PRINTING

rabbit
bunny
hare
tame
wild

MUSIC/LISTENING/READING

Carnival of Animals

MATH/GAMES/PUZZLES

Rubberband Boards
Boat and Fishing Pole
Light Bright
Rhymes Word Match
ABC Fish
Group Buttons

ART

"R" fun page
Make rabbits out of
wallpaper samples.
Use cotton balls for tails.

SCIENCE/SOCIAL STUDIES

Gerbil
Aquarium

WOOD WORKING/SAND/WATER

Make a habitat for frogs
and turtles.

DRAMATIC PLAY

Pet Shop

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Give every child a rubberband. Let them think of things you can do with it.
2. Make a list of animals that begin with the letter "R." (rabbit, rhinoceros, rat, etc.)
3. Meet Mr. R: ETV, The Letter People.

Rabbits: Wild rabbits usualy don't live long in captivity.
Never lift rabbits by ears or legs, by loose skin with hand under it.
A hutch is a good rabbit cage. Put it in the shade.
Rabbits eat grains, beets, carrots, turnips, and hay.
Give them clean water.
They hop on their hind legs.

DAILY LESSON PLAN

UNIT: Pets DATE: (Extra Unit)
TODAY'S EMPHASIS: Pet Day - Puppies and Kittens
CONCEPTS: Pets can make us happy. We need to try to keep our pets healthy and happy.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Meet pets and discuss care, kind, etc.
2. If time permits, discuss kitten and puppy care.
3. Read poems pp. 103-105 in Childcraft, Volume 1.
4. Teach "Five Little Kittens," p. 107 in Mockingbird Flight.
5. Review "How Much is That Doggie."
6. Teach and play game: The Old Gray Cat.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build animal cages and exercise wheels.

PRINTING

puppy
dog
kitten
cat

MUSIC/LISTENING/READING

Carnival of Animals

MATH/GAMES/PUZZLES

Frog Lily Pad
ABC Game
Mousetrap Math
Adding Cards
Puppy Tracks Game

ART

Garfield paper bag puppets
Folded puppies and kittens

SCIENCE/SOCIAL STUDIES

Gerbil or Hamster
Aquarium
Books

WOOD WORKING/SAND/WATER

Turtle and frog home

DRAMATIC PLAY

Pet Shop

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. ETV: "Pets in the Classroom" or ETV: When I Grow Up, "A Pet Shop"
2. Give everyone a goldfish to eat. (Pepperidge Farm)
3. Name things that are gooey. Cut out pictures and glue on large paper that is cut in the shape of a "G".

Cats: One of the smartest of all pets,
kills rats and mice,
good memories (good and mean people).
can see well in dim light,
happy cats purr and angry cats hiss or growl,
arch backs; meet enemy or frightened, hair stands up,
related to wild cats like tigers,
can sneak up on food (padded feet),
or sit still waiting on enemy to walk up close,
eat meat.

Cats catch colds easily so they must be kept in dry, warm, draft-free places. Cats bathe themselves but should be brushed daily to remove loose hair so they will not swallow it.

Cats need milk and water.
Babies are kept in dark places so their eyes will be protected.

New verse to "How Much is That Doggie"

I don't want a dog or a kitty.
I don't want a parrot that talks.
I don't want a bowl of little fishes.
You can't take a goldfish for a walk.

Dogs:
Popular pets, faithfulness and devotion,
some have given their lives to save their masters,
frighten burgulars,
awaken sleeping families in case of fire,
watchdog of store,
police dog,
track down criminals,
lead blind,
search for lost,
carry messages,
tend sheep and cattle,
carry loads.

*Keen sense of smell and hearing

Dogs:
Need room for exercise,
wash them seldom as possible (dry skin),
brush regularly (daily),
should'clean teeth (damp cloth dipped in salt).

DAILY LESSON PLAN

UNIT: Pets DATE: (Extra Unit)
TODAY'S EMPHASIS: Unusual Pets
CONCEPTS: Some people have unusual pets such as a boa constrictor, iguana, or tarantula.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Show pictures and discuss: Some children have unusual pets such as boa constrictors, tarantulas, and iguanas.
2. Teach song - "I'm Being Swallowed."
3. Discuss that some of these unusual pets might be seen in a zoo. Zoo starts with Z. Show how to write "Z." Read: If I Ran the Zoo by Dr. Seuss. Draw animals that might be seen in Mr. Z's Zany Zoo. (Sucy as ziraffes, zions, zeals, or zonkeys. Everything starts with Z.)

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build a zoo, animal homes, and cages. Use plastic zoo animals.

MUSIC/LISTENING/READING

If I Ran the Zoo
book and cassette

ART

On construction paper, draw animals to be put in Mr. Z's Zany Zoo.

WOOD WORKING/SAND/WATER

Sand and water mixed
Provide plastic animals and a variety of utensils.

PRINTING

boa constrictor
iguana
tarantula
zoo
crow

MATH/GAMES/PUZZLES

Zoo Animal Puzzles
Zoo Lotto
Capital Wooden Letters
Lower Wooden Letters
Zipping Block

SCIENCE/SOCIAL STUDIES

Gerbil cage
Books on pets
Notebooks: See Louise the Louse

DRAMATIC PLAY

Pet Shop

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Meet Mr. Z: Zipping Zippers on ETV The Letter People
2. Award Zipping Awards to those who can zip coats or zip on the zipping blocks.

Boa Constrictor:
large snake of tropical areas, (show on globe or map)
kills animals by squeezing them, not poisonous,
grows to 10 to 14 feet
protect themselves to throwing part of their body at enemy,
jaw bones stretch apart, can eat large animals,
hang from trees, attack animals passing under,
don´t lay eggs, have babies.

Tarantula:
live 20 years
southwest U.S.
body 3 to 3 1/2 inches, legs 7 inches,
their bite is about like a bee sting,
some tarantula´s bite can be serious.

Iguana:
Found in eastern and western hemishperes,
large green lizard found in trees,
some grow to 6 1/2 feet
scales down back,
skin hangs from throat,
timid and easily caught,
hangs in branches,
excellent swimmer.

Song: "I´m Being Swallowed"

Oh, I´m being swallowed by a boa constrictor.
I´m being swallowed by a boa constrictor.
I´m being swallowed by a boa constrictor.
And I don´t like it very much.
Oh no, he swallowed my toes.
Oh gee, he swallowed my knees.
Oh fiddle, he´s up to my middle.
Oh heck, he swallowed my neck,
Oh dread, he swallowed my .... gulp.

DAILY LESSON PLAN

UNIT: Pets DATE: (Extra Unit)
TODAY'S EMPHASIS: Pets in General
CONCEPTS: Pets can be our friends and good company. We must take care of our pets.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Weather, Pledge.
2. Name cards: First and last names.
3. Read Pet Show by Ezra Jack Keats.
4. Discuss who has a pet - each child talks about his pet. Discuss bringing pictures of pets to school tomorrow.
5. Make a chart of what we should do for our pets.
6. Teach "How Much is That Doggie in the Window" and "Mary Had a Little Lamb," and listen to "Susie and the Puppy."

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build pets and pet house.

MUSIC/LISTENING/READING

Cassette and book set
"Susie and the Puppy"

ART

Paper bags: Make a puppet to look like the pet they have or make a puppy out of folded paper.

WOOD WORKING/SAND/WATER

Clay - mold their pets.

PRINTING - Using typewriter

dog
puppy
pet
cat
hamster

MATH/GAMES/PUZZLES

Puppy Match
Fish Puzzles
Zoo Lotto

SCIENCE/SOCIAL STUDIES

Gerbil, cage, and supplies
Hamster and gerbil books, magnifying glass.

DRAMATIC PLAY

Play house and use stuffed animals. Pretend to take care of pets at home.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Get out two letter boxes. Take out contents. Let each child come up and tell which box it goes in.
2. Play ABC Bingo.
3. View National Geographip filmstrip: Pets and Other Animals.

DAILY LESSON PLAN

UNIT: Pets DATE: (Extra Unit)
TODAY'S EMPHASIS: Field Trip and Birds
CONCEPTS: Some birds such as parrots and parakeets make good pets.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Using Big Bird, discuss birds: feathers, beaks, eggs.
2. Introduce "Bb" and go over how to write "B's."
3. Some birds carry diseases so people must be careful.
4. Review and show pictures of various birds. (parrots, parakeets)
5. Show filmstrip Parakeet.
6. Review "P."

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build animal homes and cages, etc.

MUSIC/LISTENING/READING

Carnival of Animals

ART

*Button Art: Draw and color a favorite bird. Use a button for the eye.
Bb - bird fun - color, cut, glue, page. Or Cut out large bird shape. Cut thin strips of paper, curl around fingers. Then glue on bird for feathers.

PRINTING - Use typewriter.

bird
parakeet
parrot

MATH/GAMES/PUZZLES

Boat and Fishing Pole - ABC Fish
Light Bright
Rhyming Word Match
Sort, Classify, Group (into sets) Buttons and Count them
Pointy Patches Game - cut materials squares, circles, triangles, etc. using pinking shears.
Find pairs and decorate a flannel scarecrow with point patches.

SCIENCE/SOCIAL STUDIES

Gerbil
Aquarium

WOOD WORKING/SAND/WATER	DRAMATIC PLAY
Sand and water mixed - plastic turtle and frog.	Pet Shop

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Meet Mr. B: on ETV, The Letter People.
2. Give Mr. B a birthday party. Find objects to give him. Everything must start with the letter B.
3. Language Experience Notebook: Pets. Make a "B" box together as a class. Walk around the class and look for objects that begin with the letter B. (book, button, beautiful, etc.)

Parrot: brightly colored birds, lives in warm regions,
can learn to talk,
thick hooked bills,
eat buds, fruits, nuts, seeds.
Should be kept in large cages for exercise.
Should be kept clean and warm.

Parakeets: small birds with pointed tails and green feathers.
They can do tricks on toy ladders, seesaws.

Books

Goldfish by Herbert S. Zim 639 Z
Tropical Fish in Your Home by Herbert R. Androd and William 574.92A
Pets in a Jar by Seymour Simon 639 S
How to Raise Goldfish and Guppies by Sara Bennett Stein 639.3S
The Sea Serpents Around Us by Darling F DAR
Aquariums by Phill Steingerg 639 S
Fun Time Terrariums and Aquariums 574.92L
Starting and Aquarium by Miriam Gilbert 574.93G
Pet Show by Ezra Jack Keats F Kea.
Aquarium Book for Boys Girls by Alfred Morgan 639 M
I Want to be a Fisherman by Carla Green 639 G
Underwater Zoos by Millicent E. Selsam 639 S
An Aquarium by Glenn O. Blough 574.92
The Fisherman's Day by Miriam Schlein F Sch.
Blue Sea by Robert Kalan F Kal
Fishes by Bryan Wildsmith's F Wil
National Geographic Society, Wondrous World of Fishes R597
The Story Snail by Anne Rockwell F Roc
Horseshoe Harry and the Whale by Adele deLeewo F Del
Max by Guovannette F Gio
Benjamin Bowenes Back by Alan Baker F Bak
Tom and the Two Handles by Russell Hoban F Hob
Hattie Be Quiet, Hattie Be Good by Dick Gackenbach F Gac
Willy Bear by Mildred Kantroiwitz F Kan
Never Ask for a Goochoo Bird by Katherine Marcuse F Mar
What Kind of Bird is That? by Mirra Ginsburg F Gin
Insects Pets by Carla Stevens 638 S
Leopold by James Flora F Flo
Look Again by Tena Hoban F Hob

F.S. "True Book of Tropical Fish"
F.S. "Classroom Pets"

DAILY LESSON PLAN

UNIT: Classroom Pets DATE: (Extra Unit)
TODAY'S EMPHASIS: Fish and Other Aquarium Pets
CONCEPTS: Goldfish, guppies, and snails are best for beginners.
Fish have many interesting characteristics.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar and Leader.
2. Discuss characteristics of fish and use charts from library.
3. Discuss characteristics using pictures of goldfish, guppies, snails, and tetras.
4. Sing "Over in Meadow," verses one and two.
5. Read *poems*, p. 115, Childcraft, Volume 1 - "Snail" and "The Little Turtle."

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build an aquarium out of blocks.
Put out balance beams and pretend arms are fins.

MUSIC/LISTENING/READING

Hap Palmer, *Circus of Animals*
"Aquarium" move to music

ART

Cut out fish shapes.
Color and decorate.
Stuff with paper and staple together.

WOOD WORKING/SAND/WATER

Water windup animals:
Move hand in water as a fish moves.

PRINTING - Use clay tray to print words.

goldfish
guppy
turtle
snail
tetra
neon

MATH/GAMES/PUZZLES

Zoo Lotto
ABC Frog and Lily Pad March
Fish Puzzle
Mosaics
Animal Sequence Cards

SCIENCE/SOCIAL STUDIES

Goldfish:
Color, cut, glue pictures of fish, books on aquariums, magnifying glass.

DRAMATIC PLAY

Boat
Fishing pole
ABC Fish
Bucket

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. *Teach Song: "The Little Turtle," Mockingbird Flight.
2. ETV: *Primary Science, "Classroom Pets" or Ripples, "Dad and I Went on a Fishing Trip."

DAILY LESSON PLAN

UNIT: Classroom Pets DATE: (Extra Unit)
TODAY'S EMPHASIS: The Aquarium
CONCEPTS: The aquarium is the home for fish. There is a reason for every piece of equipment used in an aquarium or fish bowl.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar and Leader.
2. Teach Song: "Over in the Meadow."
3. Sit by aquarium and discuss using the contents. What is an aquarium? A good one? Explain what is needed: plants, sand or gravel, thermometer, heater, pump, and filter. Explain about oxygen. Clean the filter with the children.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build an aquarium. Set out boat, fishing pole with a magnet on the string.
ABC Fish! (Put a paper clip in each fish.)

MUSIC/LISTENING/READING

Hap Palmer Record - *Circus of Animals* - "Aquarium" and "Over in the Meadow"

ART

Crayon resist
Draw the aquarium and its contents with crayons.
Then paint over it with *very* thin water paint.

WOOD WORKING/SAND/WATER

Put the wind-up water toys, plastic fish, etc. in the water.

PRINTING

Blue clay in cookie sheet for writing with a nail.

aquarium	fish
oxygen	water

MATH/GAMES/PUZZLES

Go Fishing Cards
Fish Puzzle
Crazy Animal Puzzles
Mosaics
LIght Bright

SCIENCE/SOCIAL STUDIES

Fish and bowl: Color, cut, glue pictures of fish,
books on aquariums
(bibliography),
magnifying glass

DRAMATIC PLAY

Build an aquarium. Set up a boat. Put in fishing pole and ABC fish.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Divide the class into groups of 4. Let each group draw murals of aquariums.
2. Introduce mystery letter "G." Write on board "G" words. (guppy, goldfish)

Song: "One, Two, Three, Four, Five"

One, Two, Three, Four, Five
I caught a fish alive.
Why did I let him go?
Because he bit my finger so.

DAILY LESSON PLAN

UNIT: Classroom Pets DATE: (Extra Unit)
TODAY'S EMPHASIS: Hamster Care/Gerbil
CONCEPTS: Hamsters need a clean metal or plastic cage and must be kept in a temperature of 50 - 80 F. They need some hard food to eat to keep their teeth sharp.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar, Leader, and Pledge
2. Use book Golden Hamsters to discuss care of and cautions to take in having pet hamsters. Show Syria map.
3. Read: Benjamin Bounces Back by Alan Baker.
4. View filmstrip "Classroom Pets."

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build hamster burrow or hamster cage out of blocks.

PRINTING - Use the clay tray.

cage
hamster
teddybear
golden
gerbil
germ
Germany
ginny

MUSIC/LISTENING/READING

Book and Record "Aloudo"

MATH/GAMES/PUZZLES

Zoo Lotto
ABC Frog Lily Pad Match
Crazy Animal Puzzle
Biscuit Workjobs Math

ART

Decorate painted milk cartons to look like hamsters or make hamsters out of pecans.

SCIENCE/SOCIAL STUDIES

Globe, turtle: Color, cut, glue
Male and female hamsters (allow children to start holding these pets.)
Magnifying glass
Books on hamsters

WOOD WORKING/SAND/WATER

Mold hamster burrows in damp sand.

DRAMATIC PLAY

Continue fishing and use ABC fish, fishing pole, and boat.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. ETV: Primary Science - "Classroom Pets"
2. ABC Bingo

Gerbil: 4-5 inches
long tail
4 young in 30 days
live for 4 years
Africa and Southwest Asia

Hamster: 5 inches
short tail
6 or 7 young in 16 days
2-3 years
Europe and Western Asia (Syria)

DAILY LESSON PLAN

UNIT: Communication DATE: (Extra Unit)
TODAY'S EMPHASIS: Body Language
CONCEPTS: We can say many things or communicate with others without speaking a word.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar - weather - flag.
2. Name ways in which we communicate with others.
3. Introduce body language. (make expressions - angry, happy, sad, surprised)
4. Make faces that mean: I feel sad, I'm hungry, you wanna fight, etc.
5. Who uses the body? policeman, t.v. director, deaf (show braille) Childcraft, Volume 12.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

PRINTING

body language
gestures
codes
signs
angry
surprised

MUSIC/LISTENING/READING

Record "Math for Young Listeners"
Books on communication, television, newspapers, telephone, radio, etc.

MATH/GAMES/PUZZLES

"Making faces"
Tinker toys
TV camera puzzle
Bristle blocks
"Watermelons" - workjobs II
Safety pin math game

ART

Use magazine pictures to make a story in sequence.

SCIENCE/SOCIAL STUDIES

Simple chart with code of ABC to 123, etc.
Write names or codes to friends

WOOD WORKING/SAND/WATER

Screwdrivers, screws, bolts, boards.

DRAMATIC PLAY

Set up a stage. One at a time or in small groups, pantomime for each other.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Learn Indian sign language & codes.
2. Let each child pantomime something for the group.

DAILY LESSON PLAN

UNIT: Communication DATE: (Extra Unit)
TODAY'S EMPHASIS: Newspaper; Books
CONCEPTS: We can communicate through printed material such as newspapers, books, magazines, & comic books.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar - weather - flag.
2. Show & discuss communication posters.
3. Name ways in which we communicate through print
4. Discuss how a newspaper is made. (writers, reporters, proofers, etc.)
5. Show mimeograph & xerox machines in office.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build letters & words using blocks.

PRINTING

newspaper
comics
book
magazine
print
Braille

MUSIC/LISTENING/READING

Record - "Match for Young Listeners"
Newspapers
Magazines
Comic books

MATH/GAMES/PUZZLES

Put stamp set of letters & ink pads out on table.
Large legos
Dominoes
Triominoes

ART

Cut letters out of newspapers to make a message. Glue on construction paper.

SCIENCE/SOCIAL STUDIES

Provide a bowl of milk & orange juice. Write messages on paper using Q-tips. When dry, hold over lamp to see secret message.

WOOD WORKING/SAND/WATER

Sand/Water
Write in wet sand.

DRAMATIC PLAY

Carpet squares on floors. Read comic books, magazines, etc. on squares.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Learn telephone numbers & practice calling home.
2. Map communication - study home town map.

DAILY LESSON PLAN

UNIT: Communication DATE: (Extra Unit)
TODAY'S EMPHASIS: Communication with Sound
CONCEPTS: Every sound that you hear is made by something that is moving. Vibrations can travel along wire, string, & even in the air. Because of sound vibrations we can communicate with a telephone.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar.
2. Discuss how sound is made. (Something that moves). Demonstrate with a rubber band, drum, autoharp.
3. Discuss the telephone & history of it. Make a telephone with 2 cans & string.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Creative building.
(listen to sounds)

MUSIC/LISTENING/READING

Radio: Listen to local stations.

ART

Use string & cups to make telephones.

WOOD WORKING/SAND/WATER

Hammers & nails: Find what is moving to make the sounds.

PRINTING

radio
telephone
sound
vibration

MATH/GAMES/PUZZLES

Puzzles
Snap-n-Play
Small Legos
Cans & Straws
Wooden Boards & Pegs

SCIENCE/SOCIAL STUDIES

Set up box to be telephone switch (3 boxes) - Use earphones board.

DRAMATIC PLAY

Set up a radio station. Use earphones, record player, microphone, etc.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Fortune cookies: Use them as a reward for knowing telephone number.
2. Practice telephone etiquette.

DAILY LESSON PLAN

UNIT: Communication DATE: (Extra Unit)
TODAY'S EMPHASIS: Communication with Sound and Pictures
CONCEPTS: Television is a way of sending pictures and sound through the air.

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar. Use a TV to discuss: TV station, cameras, antennae, etc.
2. A TV screen is like our eyes.
3. Demonstrate: focus & out of focus.
4. TV waves are horizontal and vertical.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

Build t.v. and radio stations

PRINTING

television
Focus
TV
tune in
soundwaves
retina
station

MUSIC/LISTENING/READING

Watch Sesame Street on ETV today.

MATH/GAMES/PUZZLES

Mosaics
Small pegs & boards
Octons
Snap n' bolt
Plastic links

ART

Make mosaic pictures. Use holepuncher, punch out pieces.

SCIENCE/SOCIAL STUDIES

Leave telephone office set up. Have out sheet with a picture of a tv screen. Let children draw pictures of their favorite tv programs.

WOOD WORKING/SAND/WATER

Water: Draw objects in water and observe the waves.

DRAMATIC PLAY

TV station: tv, camera, desk, & microphone, weather map, etc.

9:30-10:00	1:30-2:00	OUTSIDE PLAY
10:00-10:30	2:00-2:30	SNACK AND REST
10:30-11:00	2:30-3:00	SECOND GROUP TIME

1. Act out familiar stories such as The Three Bears.

DAILY LESSON PLAN

UNIT: Communication DATE: (Extra Unit)

TODAY'S EMPHASIS: Field Trip to a Radio Station, Newspaper Office, Television Station, or Telephone Office

CONCEPTS:

8:00-8:30 12:00-12:30 FREE TIME/GROUP TIME

1. Calendar.

8:30-9:30 12:30-1:30 LEARNING CENTERS

BLOCKS

MUSIC/LISTENING/READING

ART

WOOD WORKING/SAND/WATER

PRINTING

MATH/GAMES/PUZZLES

SCIENCE/SOCIAL STUDIES

DRAMATIC PLAY

9:30-10:00 1:30-2:00 OUTSIDE PLAY

10:00-10:30 2:00-2:30 SNACK AND REST

10:30-11:00 2:30-3:00 SECOND GROUP TIME

1. Language Experience Book: Draw pictures of what was learned this week.

Books

I Want to be a News Reporter. Greene, Carlo. 070.4 G.
Mary Allice, Operator #9. Allen, Jeffery
The Case of the Dumb Bell. Bensall, Crosby. Newell
The Telephone Telephones. Chukovsky, Korner.
Two Guppies, a Turtle, and Aunt Edna. Wyse, Lois.

Part VI

Parent Involvement

Mississippi State University

Cooperative Demonstration Kindergarten Program

HANDBOOK FOR PARENTS

Compiled and Edited

by

Esther Howard

1979

A Model Early Childhood Education Program

Starkville Municipal Separate School District, Starkville, Ms.

Funded by Starkville Municipal Separate School District

and Mississippi State University College of Education

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Acknowledgements

Appreciation is expressed to each staff member of the MSU Cooperative Demonstrative Kindergarten who contributed of themselves to make this handbook possible.

Grateful acknowledgement is extended to:

The 1980-1981 kindergarten class for the original illustration.

Dr. Vicky Moss for the development of the Parent Involvement Program.

Mr. Melvin Jackson, principal of Overstreet Elementary School.

Mrs. Mildred Jacob, secretary of Overstreet Elementary School.

Dr. Nolan Vickers, superintendent of the Starkville Municipal Separate School District.

Mr. Larry Hailey, assistant superintendent of the Starkville Municipal Separate School District.

The undergraduate students from MSU who have contributed their fresh ideas, time, and extra hands to help make the program successful.

The parents of the children enrolled in the kindergarten who have volunteered their time, their cars, and their knowledge to allow us to explore the interesting sites in Starkville.

Mrs. Dianne Faulk, teacher, who has helped turn an idea into a reality.

And especially to our Program Directors, Dr. Gloria Correro and Dr. Jim Turner, professors of Curriculum and Instruction, Mississippi State University, for their work in establishing and maintaining the kindergarten program.

E. Howard

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Dear Parents,

We welcome your child to the Mississippi State University Cooperative Demonstration Kindergarten Program. We know that your child is a very special and important person, and we shall strive daily to treat him/her as such.

It is our goal to create a loving atmosphere in which all the children will feel the contentment and happiness that comes from being loved and cared for by a dedicated staff.

This handbook has been prepared so that you may know our program and understand our philosophy and objectives. A close working relationship should always exist between the school and the home, but this need is particularly important in your child's first year in school. Our aim is to make this experience pleasant and beneficial. We hope your child will be happy as we work to create a wholesome atmosphere in which your child can grow and develop.

Sincerely,

Mississippi State University
Cooperative Kindergarten Staff

Philosophy

Children do not go to Kindergarten to "get ready" for another grade. They go to school because there are things five-year-olds need to learn. Each child learns best in his/her own way, and thus should be provided with various experiences and activities to meet these needs and differences.

Children should not be denied the right of being children because they have entered the school environment, nor should they be pressured into meeting group standards. Therefore, there is no attempt to push the child through the stages of growth, but to provide experiences that strengthen the child's conceptual growth at each stage, so that he/she will be able to move successfully and fully into an abstract level of thinking when the time occurs.

Children learn by touching, tasting, smelling, hearing, and seeing objects around them. The MSU Cooperative Demonstration Kindergarten Program recognizes the fact that five year olds are children; and that if provided experiences in ways that they learn best, they will develop a love of learning.

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Objectives

"Play" is the child's "work"; and through it, he/she grows and learns to:

1. Get along with other children and other adults.
2. Improve in physical coordination, fine and gross motor control.
3. Work and play in a group.
4. Follow simple directions.
5. Discriminate auditorially and visually.
6. Share common property.
7. Tell about his/her experiences before a group.
8. Look at books, enjoy them, and realize that printed words convey meanings.
9. Appreciate music.
10. Express himself/herself through singing, speaking, dramatizing, drawing, and painting.
11. Compare and classify.
12. Solve problems.
13. Acquire a good self-image.

Kindergarten "play" experiences encourage habits of respect, safety, courtesy, self-confidence, responsibility, independence, cooperation, fair play, honesty, and self-discipline.

The Program

The MSU Cooperative Demonstration Kindergarten Program is a joint effort between the College of Education at Mississippi State University and the Starkville Municipal Separate School District. Funding is divided equally between these two sponsors.

Admission is not restricted by race, creed, or economic status of the applicants, except to meet Starkville Public School policies on racial balance. Children must be five years old on or before September first of the school year in which they wish to enroll and must live in the Starkville Municipal Separate School District.

The MSU Cooperative Demonstration Kindergarten Program provides five-year-old children with a warm and accepting environment that allows each child to grow to his/her own capacity socially, mentally, physically, and emotionally. The program is organized in weekly units. The subjects have been selected to appeal to the children's interests and to provide opportunities to explore both familiar and new areas of study. Some units which have been taught are:

1. Nursery Rhymes
2. Safety
3. Feelings
4. Pets
5. Nutrition
6. Families
7. Food Groups
8. Colors
9. Light and Shadows
10. Seasons
11. Holiday
12. Transportation
13. Indians
14. Senses
15. Musical Instruments
16. Shapes
17. Space
18. Weather
19. Trees
20. Community Helpers
21. Post Office
22. Metrics
23. Standard Measurement
24. Animals
25. Photography
26. Rocks, Minerals, Fossils
27. Insects

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Classrooms, each equipped to meet the needs of approximately 20 children, at the MSU Cooperative Demonstration Kindergarten serve a dual role. They serve as homerooms as well as activity centers. Some of these centers are flexible and emphasis depends on the daily curriculum. Other centers are permanent and contain cognitive development.

Permanent centers are:

Art which

1. develops creativity and imagination.
2. develops small and large muscle coordination.
3. introduces colors.
4. provides for emotional expression.
5. increases sense awareness.
6. develops reading readiness skills.
7. introduces different art media.

Housekeeping which

1. offers an opportunity to role play.
2. increases social development.
3. develops large and small muscle coordination.
4. leads children to develop facts about themselves and their environment.

Block Building which

1. increases social development.
2. strengthens small and large muscle coordination.
3. teaches mathematical concepts (shape, size, balance, counting).
4. increases creativity.
5. enhances social studies development.

Science which

1. arouses tendencies to be inquisitive and find answers through experimentation.
2. teaches factual information through first hand experiences (physics, chemistry, biology, geology, astronomy, etc.)
3. increases sense awareness.

Math which

1. introduces matehmatical concepts (shape, size, counting).
2. quickens sense perceptions.
3. strengthens visual perception.
4. develops small muscle coordination.
5. develops hand-eye coordination.
6. establishes self-confidence and self-control.

Music which

1. teaches listening and enjoyment of different types of music.
2. develops a feeling for and a sense of rhythm.
3. develops responsibility fo operating equipment.
4. teaches creativity of ideas and moods through movement.
5. provides opportunity to explore rhythm instruments.
6. strengthens cognitive skills and conceptual development.
7. strengthens auditory discrimination.
8. develops small and large muscle coordination.

Workshop which

1. develops large and small muscle coordination.
2. develops creativity.
3. increases sense awareness.
4. develops eye-hand coordination.
5. teaches factual information about science and math.

Reading which

1. provides a background of factual and fanciful experiences.
2. provides the opportunity to dramatize.
3. promotes interest in books.
4. provides the opportunity to hear and see materials selected from our library.
5. develops listening skills.
6. creates a desire to repeat phrases, poems, stories.
7. teaches that printed words represent ideas expressed in writing.

Other centers which are used are puzzles and games, printing, table toys, social studies, sand and water. Language is taught in every activity center and in every experience in the kindergarten. Therefore, there is no one specific activity center for language. The preschool day affords many opportunities for the child to practice and perfect his language. The child's vocabulary is increased and meanings are clarified through speaking and listening. The child learns to appreciate and understand the written form of verbalization through experience charts and carefully planned activities with the teacher and classmates.

Description of Schedule

A normal day at the MSU Cooperative Demonstration Kindergarten proceeds by the following schedule.

Morning Schedule		Afternoon Schedule
8:00 - 8:15	arrive, free play	12:00 - 12:15
8:15 - 8:30	group time	12:15 - 12:30
8:30 - 9:30	center work	12:30 - 1:30
9:30 - 10:00	outside play	1:30 - 2:00
10:00 - 10:30	snack and rest	2:00 - 2:30
10:30 - 11:00	group time, prepare to go home	2:30 - 3:00

The daily schedule allows time for both active and quiet activities. It also provides a balance between teacher-directed and child-directed experiences.

Free play is the time during which the child chooses an activity in his individual homeroom. Preparation for free play is made by the teacher prior to the arrival of the children. Each child has a choice to work (play) with a variety of basic media available in each homeroom, such as cutting, gluing, drawing, or working with manipulative toys. If a child chooses not to work independently, the child may join a small group activity. A typical small group activity may be listening to records or drawing a mural.

The children are responsible for cleaning up any clutter generated by the free play time. For example, they should replace media to assigned shelves and make the room neat in general.

After free play time, the children and the teacher are seated on an area carpet. The teacher encourages the children to share verbally any experiences or items of interest, thus stimulating and emphasizing language development. During this block of time, the teacher takes advantage of the opportunity to incorporate some specific teaching concepts pertaining to the planned unit of study.

The child has the option of working in the center which best fulfills his/her needs. During this time, the teachers work with individuals and small groups to help expand and clarify the experiences which have been introduced in grouptime and to help children develop skills in areas in which they show strengths and weaknesses. After center time, each child is expected to assist in clean up acitivities, thus emphasizing organizing and classifying responsibilities.

Outside play provides an opportunity for individual, large, and small group motor activities, both directed and undirected. Through outside play, the child learns to enjoy exercise in fresh air, develop large muscle control, begin good posture habits, share and take turns, use equipment safely, have a good time in cooperative play, and accept minor accidents courageously.

When possible, an effort is made to involve the children in preparing for snacks, such as distributing napkins. This gives the child an opportunity for learning basic mathematical concepts.

During rest time, the children are often encouraged to quietly review library books or listen to special music. Thus, the child learns to relax, to understand good health habits, and to develop listening skills.

Second group time often includes musical or physical activities to provide the change of pace young children need. Also, books are specially selected and read to complement the specific unit of study. Then an attempt is made to evaluate the day's activities by summarizing with the children all important events. Through story time and summarization time, reading-readiness activities are incorporated.

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Play Today?

You say you love your children,
And are concerned they learn today?
So am I—that's why I'm providing
A variety of kinds of play.

You're asking me the value
Of blocks and other such play?
Your children are solving problems.
They will use that skill everyday.

You're asking what's the value
Of having your children play?
Your daughter's creating a tower;
She may be a builder someday.

You're saying you don't want your son
To play in that "sissy" way?
He's learning to cuddle a doll;
He may be a father someday.

You're questioning the interest centers;
They just look like useless play?
Your children are making choices;
They'll be on their way someday.

You're worried your children aren't learning;
And later they'll have to pay?
They're learning a pattern for learning;
For they'll be learners always.

Lelia P. Fagg

Evaluation

Evaluation of the children, the teachers, and the program is continuous. An achievement test is given to the kindergarteners in August and in April to assess the progress each child has made during the year. A developmental survey is also administered. Parent-teacher conferences are held after each testing date and at the parent's or teacher's request. Observation by the teachers is an important part of student evaluation. In this way the teachers can evaluate and provide for the needs of each child as they become apparent. Evaluation of the children is on an indivual basis. The Cooperative Demonstration Kindergarten Program does not have an expected norm for each child to meet. Each child is accepted as he/she is and will be provided activities on his/her level that will allow him/her to develop to his/her own capacity in all areas.

General Information

1. Certified birth certificate and a blue health slip must be presented upon registration of your child.

2. Please send a nutritious snack with your child each day. Fruit, cheese and crackers, or raisins make tasty nutritious snacks. Please send the snack in a lunch box. Drinks may be brought in thermoses. NO SOFT DRINKS, PLEASE.

3. If you wish to being refreshments for your child's birthday, please let the teacher know ahead of time.

4. Play clothes only, please! Kindergarten work is very messy at times. Your child will be able to enjoy himself/herself more if he/she does not have to worry about keeping his/her clothes clean.

5. Please keep toys at home unless notified otherwise.

6. The Kindergarten is always open to parents. You are invited to drop in at anytime to observe your child. Please understand if the teacher is unable to spend time with you during your visit; the children need her full attention during school hours. If she is unable to stop and answer your questions, write them down on a piece of paper and give them to her. She will be happy to call you after school or schedule a conference.

7. Field trips are used to broaden the children's experiences and are taken as frequently as possible. Prior to each field trip, a permission slip will be sent home and must be returned in order for the child to go.

8. Concerning discipline, the best help is that help which foresees and forestalls trouble rather than help which is limited to straightening out difficulties. Positive reinforcement for good behavior and redirection of the child's attention are two stabilizing options used at the kindergarten. If disciplinary action is required, teacher and parent will confer to decide necessary action. Discipline which is consistent at home and school is most effective.

9. Questionnaires and surveys will be sent to you from time to time for our research purposes. Please cooperate with us by returning all questionnaires completely filled out and promptly.

10. Parents will be kept informed of the activities in the kindergarten through monthly newsletters. The units for the upcoming month will be listed so that parents can follow up on the units at home.

Children Learn What They Live

If a child lives with criticism,
    He learns to condemn.
If a child lives with hostility,
    He learns to fight.
If a child lives with ridicule,
    He learns to mock.
If a child lives with shame,
    He learns to feel guilty.
If a child lives with tolerance,
    He learns to be patient.
If a child lives with encouragement,
    He learns confidence.
If a child lives with praise,
    He learns to appreciate.
If a child lives with fairness,
    He learns justice.
If a child lives with security,
    He learns to have faith.
If a child lives with acceptance.
    He learns to find love in the world.

Author Unknown

PARENT INVOLVEMENT PROGRAM

The Parent Involvement Program for the Cooperative Demonstration Kindergarten at Overstreet Elementary School has been established because of the strong belief that the education of a child is the shared responsibility of the school, the teacher, and the parents. The more parents know about and get involved with the kindergarten program, the more beneficial the year in kindergarten will be.

The Parent Involvement Program will have several facets. The volunteer parents will enrich the kindergarten program by participating in the following ways:

1. as room mothers/fathers
2. as in-class aides
3. as on-call, outside aides
4. as telephone volunteers
5. as on-call contruction volunteers
6. as field trip drivers
7. as in-class and outside resource people
8. through participation in expert/teacher/parent meetings.

In addition to these volunteer functions, each parent will be expected to contribute to one of the four classroom parties (Halloween, Christmas, Easter, or Valentine's Day) by providing refreshments or supplies.

Parents will be kept informed of the activities in the kindergarten through monthly newsletters. The units for the upcoming month will be listed and suggested activities to extend the kindergarten experiences will be provided. Recommended library books may be provided to help parents follow up on the units. Personal notes will be added to the newsletters when they are necessary.

Conferences will be held twice a year. The child's progress and the results of any tests which have been given will be discussed. Additional conferences may be arranged at the request of either the parent or the teacher.

The following descriptions are provided as definitions of the volunteer roles.

1. Room mother (father). The room mother's primary function is to coordinate the class parties. A list of parents who have volumteered for each party will be sent to each room mother. Before the planning of each party, the room mother should contact the classroom teacher for specific guidelines, requests, or suggestions the teacher has about the party. At least one week before each party day, the room mother should get in touch with the teacher again to advise her of all of the plans which have been made. During hot weather, the room mother may be asked to coordinate parent volunteers to bring popcicles to the kindergarten for the children.

2. In-class aides. These volunteers will come to the kindergarten on a regular basis to help with activities in the classroom. The volunteer and the teacher will arrange a mutually convenient time. Volunteers will be asked to become involved in a variety of activities. These activities may include reading stories, supervising an activity center, playing games with a small group of children, writing language experience charts with individuals or small groups, talking to individual children to help them develop their language skills, showing

film strips, helping on the playground, collecting books from the library, or helping with some clerical work.

Since this work will be done in the school, younger children will not be able to accompany their mothers during this volunteer time. The teachers will depend on the parents to come on their scheduled day; if the volunteer is not able to come, she should call the school or the teacher and let us know.

If a volunteer´s child is inhibited by or uncomfortable with his/her mother in the classroom, the teacher may ask that the parent work with the other kindergarten class. At times a volunteer may be requested to stay at one center even though the classes have changed rooms.

Parent volunteers are requested to make suggestions about the activities they would prefer to do. If they are asked to do an activity they don´t like, they should do it on the day they are asked and should tell us. We will not ask them to do it again.

Any suggestions or recommendations the volunteer has about the program are welcomed. We will be happy to make changes as they become necessary.

Teacher will provide each volunteer with a written plan of activities for the day. All questions about the activities will be answered.

An orientation session will be held for the volunteers before they begin working in the classroom.

3. On-call outside aides. These volunteers will be asked to prepare materials for the classrooms, fill out field trip permission slips, or perform other duties which can be done outside the classroom to aid the teachers. All necessary materials and instructions will be provided for the volunteer. The teachers will request assistance at least one week before the materials are needed. A return date will be given, and volunteers are to return the materials on or before that date. Occasionally these volunteers may be asked to come to the school to work on a large project which requires several volunteers. The volunteers will be contacted by phone, and a convenient time will be arranged for this meeting.

4. Telephone volunteers. A telephone volunteer will be contacted when there is information which must be communicated to all parents by telephone. The caller will be given a list of five to ten parents, their telephone numbers, and the message to be relayed. After the volunteer has completed the calling, she will be asked to call someone to tell them that the calling is finished. If the volunteer cannot reach a parent within a reasonable amount of time, the teacher will take the responsibility of contacting that parent.

5. On-call construction volunteers. These volunteers will be called on for projects which require building materials for the classroom or playground. All plans and materials will be provided. For large projects parents may be asked to meet at the school to work as a group.

6. Field trip drivers. Teachers will contact driver volunteers before each field trip. Sufficient notice will be given to the drivers. Teachers will ask the drivers from the list of volunteers on a rotating basis. Any parent who wished to drive for all trips is asked to help supervise the students once they reach their destination.

7. In-class and outside resource people. Parents who have volunteered to serve as resource people will be contacted as far ahead of time as possible so that a time mutually acceptable to the parent and the kindergarten schedule can be determined. A confirmation call will be made several days before the agreed upon date.

8. Expert/teacher/parent meetings. These meetings will be held four times a year (September, November, February, and April) in the evening. These meetings will focus on some aspect of the kindergarten program. The parents will learn the uses of specific activities their children do at school. They will also be told how the parent can supplement these activities at home. As frequently as possible the activities will be linked to the activities in the Parent Activity Booklet.

Parent Activities

Parent Checklist and Suggestions

The Cooperative Demonstration Kindergarten Program believes that education is a responsibility that is shared by the school, the teacher, and the parents. The school will provide the best teachers, facilities, methods of teaching, and materials possible. The teacher will be responsible for helping a child learn as much as he/she is capable of learning. The responsibility of the parent is to provide the atmosphere and support necessary for continued learning in the home.

The following checklist designed by a Title III ESAE Project* in Tulsa, Oklahoma, to help parents understand the many needs of a child entering kindergarten. Read the checklist on page 1 and make an X by the items your child can already do. If your child is unable to do some of the listed items, you can turn to the suggested activities section. Most of these activities use materials you can find in your home. Remember, many of these areas cannot be mastered quickly. It may be days, weeks, or even months before your child is comfortable doing some of these activities. Several activities may be too difficult for your child to attempt. If he/she becomes frustrated when you try to work on an activity, you should STOP immediately. Let´s work together to help your child reach his/her full potential.

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*One of the authors of this packet is Dr. Mozelle Leach, a professor in the Department of Curriculum and Instruction at Mississippi State University.

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TULSA COUNTY EARLY CHILDHOOD EDUCATION PROJECT

TITLE III, ESEA

204 Court House, Tulsa, Oklahoma 74103

LEARNING ACTIVITY PACKET
FOR
HUMAN RESOURCE PERSONNEL

LEARNING ACTIVITIES FOR PARENTS

To develop a better understanding of:

- levels of performance needed for kindergarten success
- methods of assessment for parents of kindergarten children
- effective plans for helping a child overcome specific deficits which may hinder kindergarten success

Compiled and written by: Mozelle Leach
Kathryne Godard

Edited by: G. Dale Janda

PARENT CHECKLIST

I. MUSCULAR DEVELOPMENT AND MANIPULATIVE SKILLS

1. Able to jump, skip, hop, balance on walking line.
2. Able to participate in some rhythms.
3. Able to dress self, tie shoes, button buttons, zip a zipper.
4. Able to work with scissors, crayons, pencil and paper.
5. Able to work with puzzles, templates.
6. Know left from right.

II. VISUAL DISCRIMINATION

1. Recognizes differences and likenesses.
2. Able to perceive and reproduce forms.
3. Recognizes basic colors.
4. Able to classify into categories, e.g. toys, animals, etc.

III. AUDITORY DISCRIMINATION

1. Discriminates loud-soft, high-low, near-far, direction of sound.
2. Hears and repeats patterns, e.g., clapping, numbers, drum.
3. Discriminates rhyming sounds.

IV. ATTENTION AND CONCENTRATION

1. Listens to and follows directions.
2. Focuses attention for reasonable length of time.
3. Able and willing to relate personal experience and listen to others.
4. Able to sit for reasonable length of time.
5. Able to give back information.

V. LANGUAGE DEVELOPMENT

1. Able to express ideas clearly.
2. Speaks distinctly.
3. Able to relate ideas in sequences.
4. Able to use pronouns properly, e.g., I-me, him-her

VI. SOCIAL AND EMOTIONAL DEVELOPMENT

1. Works and plays well with others.
2. Works and plays independently.
3. Understands and accepts routines.
4. Takes good care of work materials.

5. Completes tasks in a reasonable period of time.
6. Accepts correction.
7. Seems relaxed and happy in class.
8. Accepts new experiences with minimun of fear or upset.

VII. NUMBER CONCEPTS

1. Recognizes shapes.
2. Understands an expressed comparison of quantity, size, and space relationships.
3. Understands number concepts 0-10.

SUGGESTIONS TO PARENTS FOR CHILDREN WHO NEED GROSS MOTOR TRAINING

Purpose: To develop skills necessary for body movements utilizing gross and fine muscles.

1. Skip, hop, crawl, climb rope, jump rope, climb ladder.
2. Walk on stepping stones, walking boards, balance boards, rocking board.
3. Swim, surf, ski, bowl, roller skate, rhythmic dance to music.
4. Trampoline, jump on mattress, jump from one object to another, swing from rings, swing in swing.
5. Monkey bars, chin-up bars, teeter-totter, slide, tumble, high jump, broad jump.
6. Log roll, egg roll, side roll, somersault, backward roll.
7. Tether ball, volley ball, basketball, football, baseball, badminton, tennis.
8. Knee ball, (balance ball between knees), jump ball (hold ball between feet and jump), roll tires, walk and run through tires, hold a football and walk and run through tires.
9. Ride bike, paddle boards, pedal toys, pull and push toys.
10. Hopscotch, tile walk (step on different color tiles), walk on plastic forms, walk on sand, walk on wood, walk on stone.
11. Throw rubber horse shoes, bean bag throw, ring toss, punch bags, hammer nails.
12. Follow the leader, follow obstacle course, crawl under yardstick (limbo).
13. Pinball, table tennis, bounce balls (start with big balls), spin tops, yo-yo.
14. Pitch bottle caps into bottle, throw things into wastepaper basket.
15. Hula hoops, pogo stick, stilts, unicycle, tricycle.
16. Target games, rubber darts.
17. Jump rope exercises.
18. Play catch with a softball.

SUGGESTIONS TO PARENTS FOR CHILDREN WHO NEED AUDITORY DISCRIMINATION PRACTICE

Purpose: To differentiate sounds.

1. Listen for sounds in the room or in the home and have the child identify the sounds.
2. Ask the child to close his eyes. While they are closed, make a variety of sounds such as clapping, bell ringing, tapping the foot, etc. Have the child identify the sounds. As the child becomes more proficient, increase the sounds and ask him to name them in order.
3. Sing a two- or three-note pattern, and ask the child to repeat it.
4. Blindfold the child and have him locate another person in the room. The one he locates should say a few words. The blindfolded child then tries to identify the person touched. This is an excellent game for several children to play.
5. Listen for weather sounds. Discuss these sounds. This not only sharpens auditory sensitivity, but it also increases vocabulary and heightens fluency of expression.
6. Have the child close his eyes while someone performs a commonplace activity, such as opening a window, sharpening a pencil, etc. Then ask the child to tell what he thinks happened, basing it on what he could hear. Details can be conveyed to a surprising degree by sound alone, as the child will discover as he learns to listen.
7. Play auditory "hide and seek." Blindfold the child and have him call a name. When the person called answers, the child tries to find him.
8. Give a simple direction and have the child carry it out. After three successful responses, increase to two directions, then three, etc. Try to see that the child follows the directions in the order given.

SUGGESTIONS TO PARENTS FOR CHILDREN WHO NEED NUMBER CONCEPTS

Purpose: To develop vocabulary and understanding of the basic number concepts.

1. Counting.
2. Developing vocabulary, more, less, half, whole, etc.
3. Ability in grouping objects and numbers.
4. Understanding different measurements:
   Calendar—days, weeks, months, seasons
   Clock—hours
   Temperature—above, below, hot, cold, zero
   Weight—heavy, light
   Location—in, out, up, down, above, below
5. Geometric forms—circle, square, rectangle, triangle, diamond
6. Number words—one-first, two-second, etc.

Activities:

1. Measure your child. Encourage him to compare his size with the size of others.
2. Put your child´s art work on a bulletin board placing some high and some low.
3. Measure a plant in your home to see how much it grows.
4. Stand in line next to the door and see who is first and who is last. Frequently check you child´s awareness of these terms.
5. Give your child a sheet of paper and ask him to draw a circle on the right side of the paper, draw a square under the circle, draw a little circle on the left side of the paper. (This may be varied in many ways.)
6. Let the child cut out like objects from construction paper and paste them on cardboard; this helps him get the meaning of group.
7. Use number charts in which the 1 is small and each number through 9 is larger. Let the child name a number that is larger than 5, less than 7, etc.
8. Let the child count everything about him--number of houses he sees on a block, number of steps in front of the building, number of cars in a lot, etc.
9. Trace a number on your child´s back; if he guesses what number it is, he then traces a number on your back.
10. The use of flannel cloth to teach addition and subtraction concepts is good. This may be done by tacking the flannel cloth on a large piece of plyboard. You may cut a large picture of a tree and cut out ten birds from the flannel. Ask your child to put five birds on the tree, ask him to take two away, and then ask him to tell how many are left. Use different objects and numbers.

SUGGESTIONS TO PARENTS FOR CHILDREN WHO NEED FINE MUSCLE TRAINING

Purpose: To develop precise control and coordination of delicate muscle systems.

1. Clay modeling.
2. Sand box.
3. Draw circles (start with large ones) on a chalkboard and try to stay on the track.
4. Cut cookies, set table, play store.
5. Sewing cards, weave.
6. Paint and fingerpaint.
7. Play jacks, marbles, checkers.
8. Button and unbutton.
9. Use scissors.
10. Trace around stencils.
11. Color books.
12. Peg boards.

13. Puzzles.
14. String beads, buttons, spools, macaroni, cheerios, etc.
15. Typewriter.
16. Lock and unlock game.
17. Fit blocks within a form board.

SUGGESTIONS TO PARENTS FOR CHILDREN WHO NEED VISUAL DISCRIMINATION TRAINING

Purpose: To differentiate and match forms, symbols, and objects in one's environment.

1. Describe an object and talk about it without naming it. This may be very simple at first. Let the child tell what it is from the description. If there are several children, start a description, let someone else tell something more about the object without naming it. Keep the description going until everyone can identify the object.
2. Give every opportunity to judge sizes and shapes. Give the child a box of objects that include several objects that are similar, and one that is different. Have him pick out the object that is different.
3. Give the child a box of objects such as buttons, spools, small toys, etc. Have him sort them according to shape, color, or arrange them according to size. Have him pick out the one that is different, for here he must perceive the whole form.
4. As you and the child go for a walk, ask him to tell you about something he sees near at hand. Then ask him to tell you about something he can see farther off.
5. Place something in an inconspicuous spot in the room without calling attention to it. If the child doesn't notice, give a hint, and ask him to find it. If something has been moved from its accustomed place, ask the child to tell about what has been moved.
6. After a child learns shape discrimination, an excellent activity for him is to look for traffic signs when he is in the car. Ask the shape of the stop or the yield sign. Ask him what the round, triangular, or rectangular signs mean to the people in the car.
7. Call attention to lines, colors, and differences in objects in the environment. Speak of the kitten with the necktie under his chin, the dog with one white paw, the chair with a bent corner, the red book. Later speak of the book with a small white spot on the front cover.
8. Let the child make patterns in peg boards or with parquetry blocks. Start with very easy patterns or designs.
9. Use puzzles. Start with simple ones. Use wooden puzzles for the very young.
10. Let the child make round motions in the air and on the chalkboard with the hands. Try first without chalk and then with chalk.

11. Let the child trace patterns. Begin with dot patterns.
12. Connect colored dots with straight lines.
13. Make diagonal lines with and without the aid of guiding colored dots.
14. Use a wooden circle, square, triangle, and rectangle. Give the child a piece of drawing paper and a pencil or crayon. Explain that he is to feel the ball or circle carefully. You may ask him to close his eyes and to feel more carefully and to listen to any sound his hands may make while moving on the wood. When the child has felt the ball or circle, ask him to draw on the paper how it felt. Ask what other things have that shape. Keep the drawings to study the child's understanding of the shape of the ball or circle. Continue in the same way with the square, the triangle, and the rectangle.
15. The above activity might be followed with a lesson in body image. Have the child close his eyes and feel his head. What is its shape? Feel eyes, ears, jaw. What shapes are they? Develop this lesson with the three basic shapes in relation to a child's body. This leads to the shapes of our symbolic language.

SUGGESTIONS TO PARENTS FOR CHILDREN WHO NEED VISUAL MEMORY TRAINING

Purpose: To retain or reproduce that which has been perceived visually.

1. Ask your child to look at something, then turn away, and recall it from memory. Ask him to then look back and see if there were details he missed.
2. Ask the child to recount exactly what he saw happen at a program, in a film, or in a recent experience. Dramatizing or pantomiming may be very effective.
3. Open a favorite picture book and hold up one page. Close the book and ask the child to describe the picture that was shown. Give the child the book and ask him to find the picture.
4. Place two or three objects on the table. After the child has a brief look, remove one object. Ask the child what is gone. Increase the number of objects or use objects more alike as the child becomes more competent.
5. Prepare an arrangement of small objects and display them briefly. Cover them, and ask the child to name them. Ask then for a description of the objects. When he can give the location, try working from the left to the right, as this will be of help later in reading from left to right. Children themselves may experiment with increasing observational span by selecting and arranging groups of objects for each other.

SUGGESTIONS TO PARENTS FOR CHILDREN WHO NEED LANGUAGE DEVELOPMENT TRAINING

Purpose: To develop skills enabling the child to listen and understand oral communication of others and to express his own ideas through speech.

1. See activities listed under Auditory Discrimination and Attention and Concentration.
2. Engage the child in conversation about almost anything. Relaxed conversation helps speed up language development.
3. Ask your child to retell a story that you have read to him.
4. Give your child a picture book and have him tell you a story by reading the pictures. Encourage him to describe the pictures. Have him guess what will happen next.
5. Give your child experiences to talk about. Take him to the store, the park, the zoo, etc. Listen to what he has to say, and then add to his store of information. The more experiences he has the better he will be able to understand the vicarious experiences he will hear and read about in school.
6. Have the child cut comic strips from the paper. Explain it to him and then ask him to explain it to someone else.
7. Have the child draw (to music is good) and then ask him to explain his picture. Accept his explanation. Say, "Tell me about it," rather than "what is it?"
8. Use pictures from newspapers and magazines. (Be selective.) Ask what is happening. This is an excellent opportunity for vocabulary development. Discussions of what happened before and what may follow helps a child with sequencing events. Some well thought out questions can help the child understand abstractions—"Why is the boy who found the dog so happy?"
9. Play the "Reminds Me" game. This is a way of putting things together so that they relate to each other in an on-going chain of ideas. Link-thinking, with the categorizing and paired comparison skills in the Attention and Concentration section, include some of the most important skills your child will ever learn. This putting together of ideas so that they relate to each other will be used in talking, writing, and thinking out things; for linked thinking helps a person remember ideas in a related pattern, and it will help call up and relate ideas already known to new ideas. Some ideas for helping your child remember things in a related pattern are:
   a. Dogs remind me of barking. What do they remind you of?
   b. Rain reminds me of raincoats. What do it remind you of?
   c. Breakfast reminds me of cereal. What does it remind you of?
   When the child can give a two-linked chain easily, add another link. Keep alert to opportunities to use this kind of thinking in your daily life. "The clock reminds me that it is seven o'clock. What does seven o'clock remind you of?" This could be an effective

way of getting a child ready for bed. "The book you brought home from school reminds me of a story. What does it remind you of?"

10. Read - read - read to your child. Your child will not be the only one who benefits from your reading.

SUGGESTIONS TO PARENTS FOR CHILDREN WHO NEED TRAINING IN ATTENTION AND CONCENTRATION

Purpose: To teach children to develop the ability to listen and pay attention to the task at hand.

1. Be sure that your child hears the directions you give him. If he does not follow the directions, decide if they were too difficult for him to follow. If so, rephrase the request.
2. Give the child the direction one time. Have him repeat the direction. Have him look straight in your face as he repeats the direction.
3. Have your child relate personal experiences to you. (Note: When you ask this, be sure that you give the child your personal attention and concentration. Children need to be listened to, if they are going to be asked to listen to others.)
4. Since concentration involves the ability to see how things relate to each other, give your child a category, and ask him to name all the things he can think of. Use categories such as toys, animals, foods, furniture, etc.
5. Ask your child questions that need knowledge of a category for an answer. Say, "John is going to store. Name all the foods he will see there." "Tom is going to the zoo. What animals will he see there?" "Betty is going to the farm. What animals will she see in the barnyard?"
6. Give the child a list of words, such as cow, horse, elephant, wagon. Ask him which word does not belong.
7. Let your child help make lists—a grocery list, a shopping list, things needed for a picnic, clothes needed for a trip, things to do for a rainy day, etc. Putting things into categories also helps develop comprehension skills, if you discuss why something does or does not belong.
8. Paired comparisons go one step further than categorizing. Children use the skill of comparing things in learning to talk. Ask your children such questions as, "How are a bicycle and a car alike? How are a sweater and a coat alike? How are rain and snow alike?" When the children have given as many comparisons as they can, they will enjoy giving some of the differences.

Adopted from University Reading Laboratory, College of Education, Oklahoma University.

Classroom Newsletters

to

Parents

ROOM MOTHERS

Bourne - Mrs. Murphy, Mrs. Wiseman

Faulk - a.m. - Mrs. Harmon

Faulk - p.m. - Mrs. Wolf

Howard - a.m. - Mrs. Smith

Howard - p.m. - Mrs. Heitz

Kindergarten teachers collect everything! This month it's toothpaste boxes and Leggs Eggs! We still need dress-up clothes for the dramatic play center.

Conferences are being scheduled concerning the results of the Stanford Early School Achievement Tests. You will receive a notice soon.

Please check the appropriate items below and return to your child's teacher.

- -

______ I need a copy of the Parent Handbook.

______ I have not been contacted about helping with the kindergarten program, and I would like to help.

Signature ______________________________

Dear Parents,

WOW! The week of September 2 - 5 is going to be busy but full of fun. In an effort to help your child feel more comfortable at school, we study familiar topics as well as unfamiliar ones. Through a familiar unit of study on "My Family," the child will understand that while each individual´s family seems to be different, they are all also similar. This unit will help your child be proud of his/her family and feel secure in it.

The daily topics for next week are as follows:

September	2	Mother and Father
	3	Brothers and Sisters
	4	Pets
	5	Grandparents and other relatives

We need you and your help to make this unit meaningful to the students. On September 2, please send a picture or two of your family to school. These will be displayed on the Bulletin Board and returned home the following week. Since Thursday, September 4, is Pets´ Day, we invite you if it is possible and appropriate, to bring or send your child´s pet to school so that we can all enjoy it. Just be sure the pet is in a suitable container. Now, one more idea! Friday, September 5, is Grandparents´ Day. That day, especially, we invite any of our interested grandparents to come visit us for one or two hours or the whole session. They could read to the children, help in the centers, help with the art project, or just talk and visit with the students. With your help and cooperation, next week can be a learning experience for all of us. If you have any questions, come in and ask us or call 323-6319 (Mrs. Faulk).

Thanks,

Mrs. Howard and Mrs. Faulk

KINDER-CAPERS

Newsletter of the Overstreet Kindergarten

September, 1981

Units of the Month:

September 2-5	Families and pets (Testing week, also)

Thursday, September 4, is "bring a pet" day. If you would like to bring your child's pet to school for a short visit, please let his/her teacher know.

Friday, September 5, is visitation day for grandparents.

September 8-12	Feelings and emotions
September 15-19	Our bodies

The elementary education students from MSU will be working with us this week presenting special lessons and activities for the children.

September 22-26	Colors, light, shadows, prism

(We will be sending additional information on this unit later.)

September 29-30	Manners; Fall season

Fridays are "Show and Tell" days. Your child may bring an object from home to share with the class.

KINDER-CAPERS

Newsletter of the Overstreet Kindergarten

October, 1981

Units of the Month:

October 5-9 Colors; Fall Season

October 5-9 we will be studying colors and the fall season. It is fun for your child to wear the "color of the day" and to have a snack in that color.

Monday - Red
Tuesday - Blue
Wednesday - Green
Thursday - Purple
Friday - Fall colors - orange, yellow, and brown

October 12-16 - Columbus Day, Fire Prevention

October 19-23 - Manners, Circus

October 26-30 - Halloween

HALLOWEEN PARTY - FRIDAY, OCTOBER 30

Children may wear their costumes during the entire kindergarten session that Friday. Please make suggestions to them concerning their comfort and safety.

KINDER-CAPERS

Newsletter of the Overstreet Kindergarten

November, 1981

Units of the month:

November 2-6   Patriotism; Magnets

This week we will learn about the history of America, the American flag, and important leaders in our country. Two days will be spent on learning what magnets are and why they are useful.

November 9-13   Nutrition

We are planning a field trip to the MSU Cafeteria in conjunction with this unit which will include the four food groups and healthy eating habits. Save and send us your empty food boxes/containers for us to use in our pretend grocery store this week.

November 16-20   Indians and Pilgrims

As we lead up to Thanksgiving, we will also study the Indian heritage and events that preceded Thanksgiving. If you have any ideas on the best way to construct a portable tepee, let us know.

November 23-24   Thanksgiving

We will try to re-enact the first Thanksgiving this week and to imagine how the Pilgrims and Indians must have felt.

Thanksgiving holidays will begin at 3:00 Tuesday, November 24. No school on Wednesday, November 25, for a.m. or p.m. sessions. School will resume on Monday, November 30.

Remember: If you have anything to contribute to any of these units, please let us know. We welcome you and your contributions.

We welcome Miss Cindy Hutto to the Kindergarten program. She is Mrs. Howard's student teacher and is excited about working with your child.

Parents, do YOUR homework. Read the Parent Handbook you were given long ago at the orientation session last May. It might answer some of the questions you've been asking as well as enlighten you about the program. Additional copies of the handbook will be available soon to those who indicated last month that they needed one.

Boo! Halloween was so much fun........ thanks to many of you. Thanks for your time, effort, and creativity in providing food, helping at the party and setting up the haunted house. We appreciate you.....

Hey, Mom! Don´t throw away that empty roll-on deodorant bottle. Send it to us.

Coming soon...... The first Parent Education Meeting is being planned. It will be held before Thanksgiving so be watching for the date. The topic is Kindergarten Overview: What we´re doing and why. You will not want to miss it.

Let´s Have a Good Month.

KINDER-CAPERS

Newsletter of the Overstreet Kindergarten

December, 1981

Units of the Month:

November 30 - December 4   Transportation

We are learning about different means of transportation this week. On Friday, we will be taking a field trip to the MSU Flight Research Lab.

December 7-11   Christmas Around the World

Christmas customs and traditions will be studied this week from five different countries.

Monday - England
Tuesday - Italy
Wednesday - Holland
Thursday - Germany
Friday - Mexico

On Friday, all of the kindergarten sessions will have a pinata party as is a Mexican custom.

If any of you have any articles from any of these countries, we would love to see them and will take good care of them and see that they are returned properly to you.

December 14-17   Christmas in the United States

Christmas symbols, the nativity, Christmas customs in America, and Christmas songs will all be a part of our unit this week.

The children's Christmas party will be on Thursday, December 17. This is also the last day of school before the holidays for all of the kindergarten sessions. No school on Friday, December 18. School will resume on Monday, January 4.

(If your child has any special or favorite Christmas books at home, he may bring them to read at school the weeks of December 7-11 and December 14-17.)

The room mothers will be contacting those mothers who signed up for the Christmas party within the next week or two.

HAPPY HOLIDAYS!

KINDER-CAPERS

Newsletter of the Overstreet Kindergarten

January, 1982

Units of the Month:

Howard and Faulk		Bourne
Winter Weather	January 4-8	Forest Animals
Shapes	January 11-15	Our Senses
Our Senses	January 18-22	Shapes
Health Friends	January 25-29	Health Friends

We hope to hear from some of you parents in the health professions. Remember, books, ideas, and items you share are a vital part of our program!

Coming Attractions

Mrs. Bourne's class will be enjoying winter activities throughout January, as well as keeping a daily weather calendar. On January 18, they will see slides of forest animals to be presented by Mr. Wetherill.

A possible field trip to the weather station is planned for Mrs. Howard's and Mrs. Faulk's classes on Friday, January 8.

Collections

We need buttons for matching and counting. Please send us your old magazines. Mrs. Bourne's room needs newspapers, too -- in anticipation of finger painting!!

Notice

On January 21, the Junior Auxiliary will test each child's speech and hearing.

Of Special Interest

Enjoy with your child the ice skating version of "Peter and the Wolf" -- Wednesday, January 6 at 8:00 p.m. on Channel 2.

Applications Available

Mrs. Jacobs, in the Overstreet office, is handling applications for the 1982-83 kindergarten session. If you know of anyone whose child is eligible, please advise them to pick up an application from her.

Thanks

Thanks to all parents and friends who helped with the Christmas parties and the unit on Christmas in other lands.

HAPPY NEW YEAR

Mrs. Howard, Mrs. Faulk, and Mrs. Bourne

KINDER-CAPERS

Newsletter of the Overstreet Kindergarten

February, 1982

Units of the Month:

February 2-6 Magnets; Post Office

This week we will be learning what magnets are, what they can do, and how to make them. We will also be talking about the post office and have planned a visit to the city post office for the following week. We will have a post office set up in the dramatic play center.

February 9-13 Valentines; Lincoln's Birthday

In addition to our visit to the post office this week, we will be discussing Valentine customs, making valentines, and playing in the Valentine store. Our Valentine's Day party will be held on Friday, February 13. We will also be learning about Abraham Lincoln this week and celebrating his birthday. (Your child may bring Valentines for his/her friends on Friday, February 13 -- 20 children. We will provide a list of names of all children to put on the Valentines.)

There will be a special treat for the children this week as the professional Vagabond marionette show will be visiting the school for a performance.

Febraury 16-20 Washington's Birthday; Rocks, Minerals, Fossils

We will be talking about George Washington this week along with our unit on rocks, minerals, and fossils. We are planning a visit to the rock museum on the MSU campus and also the archaeology building.

February 23-27 Communications

In this unit we will be discussing the many ways in which we communicate with others such as through our bodies and facial expressions, the telephone, television, radio, and newspaper. We are planning trips to both the radio stations and the Starkville Daily News.

Kindergarten Notes

Our glue supply is very low. Please send a 4 oz. bottle of Elmer's glue with your child within the next week or so.

Also... your child will need to bring 15¢ to purchase a stamp when we visit the post office. We will have something to mail. Please put the 15¢ in envelope with your child's name so no money will be lost.

KINDER-CAPERS

Newsletter of the Overstreet Kindergarten

March, 1982

Units of the Month:

March 1-5 Faulk and Howard: Photography
Bourne: Rocks, Fossils, Minerals

The photography unit will include the basic parts of a camera, use of the camera, and how the camera "takes pictures." We are planning to visit the photo lab on campus this week and will try to back up and see the rock and archaeology museums which we missed last Friday because of rain.

March 8-12 Faulk: Time; Money (field trip to the bank)
Howard: Hamsters, Aquarium (field trip to pet section of Wal-mart)
Bourne: Spring and Money on March 10th (field trip to the bank)

March 15-19 Spring Break!

All of the Starkville Public Schools will be closed this week. No kindergarten sessions will meet.

HAVE A GOOD BREAK!

March 22-26 Faulk and Howard: Spring (field trip to the farm)
Bourne: Farm Animals

Our student teachers will begin this week:

Faulk: Miss Lisa Tweddle
Howard: Miss Kat Allen
Bourne: Miss Linda Ransom

We will welcome their help in the kindergarten!

March 29 - April 2 Faulk and Howard: Farm Animals (field trip to the MSU Vet School); April Fool's Day
Bourne: Spring and April Fool's Day

Kindergarten Notes

We would like to thank all of the mothers who contributed to the Valentine's party and for those who helped with the party. We have one more party scheduled for this year at Easter.

Also, a big thank you to Dr. Cogley and Mr. Smith for talking to and showing the boys and girls some slides on space.

Matt Newson, a Starkville High School student, will be visiting the kindergarten on Monday, March 1, to show the boys and girls something special about rocks and minerals.

Needed:
- More meat trays!
- Any games your child may no longer want or would just like to share for a while! (The children are really beginning to enjoy the small group games that they can play without the teacher!)
- Mrs. Bourne needs strawberry baskets.

KINDER-CAPERS

Newsletter of the Overstreet Kindergarten

April, 1982

Units of the Month:

Bourne		Howard and Faulk
Easter	April 5-8	Easter
Testing Citizenship	April 12-16	Testing Tools and Machines
Tools and Machines	April 19-23	Dinosaurs
Dinosaurs by student teacher (Parent conference)	April 26-30	Student teachers' choice (Parent conference)

Friday, April 9, will be a holiday for kindergarten. The last day of school for students will be Wednesday, May 26.

Mrs. Bourne's students will have a short, informal program in the classroom on Friday, May 7, in connection with Mother's Day. We hope you will plan for your child to have at least one adult present. The children will prepare the food and serve their guests.

Trip to the Farm

All of us enjoyed our visit to the South Farm at MSU during our study of farm animals. Touching a baby lamb means more than seeing a picture or singing a song. The question, "What's shearing?" was explicity answered. Certainly the children will never draw a pig's nose again without remembering that huge snout sniffing them through the fence!

WE APPRECIATE OUR STUDENT TEACHERS!

Happy Easter everyone. Thanks for all your help with parties.

If you have not sent your $1.00 room fee, please do so.

May 11, 1979

To:

From: Gloria Correro - Jim Turner - Esther Howard

Subject: Final Evaluation and Suggestions for Improvement

Thanks for a great four months! Because you sent us your child, our Demonstration Kindergarten Project has been a great success.

Final testing of the children took place last week in April and the first week in May. All of the children showed progress. According to the last test, ______________________________ could be helped in the following areas:

- ( ) Gross Motor
- ( ) Fine Motor
- ( ) Visual
- ( ) Auditory
- ( ) Number
- ( ) Language
- ( ) Attention and Concentration

Please refer to pages 20-29 of the Parent Handbook to find suggestions you might use with your child during the summer months.

Part VII

Proposal for Phase II

October 11, 1985

Concept Paper

Early Childhood Education
College of Education
Mississippi State University
and
Starkville Municipal Separate School District
Phase II

The following statements represent a proposal for the continued cooperation of the Department of Curriculum and Instruction, College of Education of Mississippi State University and the Starkville Municipal Separate School District in Early Childhood Education.

BACKGROUND

As a cooperative effort between the College of Education at Mississippi State University and the Starkville Municipal Separate School District, a model kindergarten was established in January, 1979. This effort continued through May, 1985. The kindergarten program grew from a single-teacher unit serving 40 children in 1979 to a three-teacher unit serving 125 children. Consistently through the six and one-half years of operation, educational benefits were realized in the achievement of the 600 five-year-olds who attended the Cooperative Demonstration Kindergarten (CDK). Research in the program has helped to reaffirm the tremendous impact upon a child´s academic achievement. The unit approach to curriculum development and discovery learning has been validated for use as teaching tools. Having a developmental emphasis as its base, the program has allowed each child who attended the CDK the opportunity to enter first grade with a positive attitude about school and a great deal of potential for continued success in his/her schooling.

The cooperative venture, as it was first conceived, came to an immediate halt in August, 1985. Mississippi´s Education Reform Act of 1982 directed that pilot kindergarten programs would commence with the 1985-86 school year. The Starkville Municipal Separate School District was awarded three-teacher units through the grant-in-aid program.

Since the CDK has been identified as a program model by State Department of Education officials, it is proposed that cooperation between the College of Education at Mississippi State University and the Starkville Municipal Separate School District continue but with a change in emphasis and title - Cooperative Early Childhood Project.

DESCRIPTION OF THE PROGRAM

The purposes of the second phase of this cooperative endeavor will be:

(1) To continue the research which was begun in 1979. The data bank now available is the largest known one in the state or region. It seems imperative that the CDK children be followed through their public school experience.

(2) To continue the teacher training aspects of the program. A service has been made to Mississippi in that students who have had practicum and student teaching experiences in the CDK have been hired to teach in Mississippi's pilot kindergarten. More kindergarten teachers will be needed when full implementation of the kindergarten is experienced in 1986-87.

(3) To implement a staff development program for kindergarten teachers in Starkville and throughout the State of Mississippi. This would allow Phase II of the Early Childhood Project an opportunity to become an integral part of the contract made with the State Department of Education.

(4) To expand the scope of the program to include grades 1-3. Early Childhood Education in Mississippi has been defined as K-3. The teacher assistant program has placed heavy emphasis on the use of learning centers utilizing a diagnostic/prescription approach. To pick up the primary grades where kindergarten stops seems a natural consequence.

SUGGESTIONS FOR IMPLEMENTATION

(1) It is proposed that MSU faculty and staff continue to follow the CDK children's progress by recording test data in the data bank. This data would be collected as achievement test scores became available and as follow-up questionnaires were deemed necessary or appropriate.

(2) Elementary education majors will continue to be assigned as practicum aids to each of the kindergarten teachers. No more than two students will be assigned to a classroom during a block of time.

(3) Elementary education majors will continue to be placed as student teachers in the kindergarten classrooms.

(4) Early Childhood faculty at Mississippi State University will continue to work with the kindergarten teachers in evaluation, curriculum development, and the parent education program of the kindergarten.

(5) Early Childhood faculty at Mississippi State University and Starkville administrators will work together to plan and implement staff development programs for teachers in grades K-3.

(6) Kindergarten teachers will be encouraged to travel to other school districts when invited to demonstrate teaching techniques, offer suggestions for room arrangement, and share curricular ideas.

(7) The person or persons representing the College of Education at Mississippi State University who will be liaison to the Starkville Municipal Separate School District will be designated by the Dean of the College of Education on the recommendation of the appropriate department head.

(8) The person representing the Starkville Municipal Separate School District who will be directly responsible for the immediate supervision of the Cooperative Project will be designated by the Superintendent of Schools as the Early Childhood Coordinator.

(9) The financial arrangements for the 1985-86 Cooperative Early Childhood Project are as follows:
*Starkville Municipal Separate School District will provide three kindergarten classroom units.
*The College of Education at Mississippi State University will provide the funds to cover expenses involved in Phase II of the cooperative effort.
*The program will be operated from the Mississippi State University account number ______________________.

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Dean
College of Education

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Superintendent
Starkville Municipal Separate School District